

# *Harry R. Marriner*

**Master of Science**

**Instructional Technology**

**University of North Carolina at Wilmington**

This is the electronic portfolio of Harry R.

Marriner. The navigation bar in the left column will be on every page for easy browsing through the general categories. To find a specific page, going to the Site Map will shorten your hunt time.

Any questions or requests for further information may be sent to me at [hrm7884@uncw.edu](mailto:hrm7884@uncw.edu) or [harry\\_marriner@yahoo.com](mailto:harry_marriner@yahoo.com).

[Official Signature Page \[pdf\]](#)



UNIVERSITY OF NORTH CAROLINA AT WILMINGTON

ELECTRONIC PORTFOLIO

Harry R. Marriner

A Portfolio Submitted to the  
University of North Carolina at Wilmington in Partial Fulfillment  
Of the Requirements for the Degree of  
Master of Science in Instructional Technology

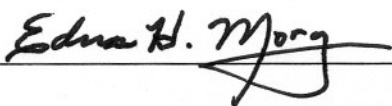
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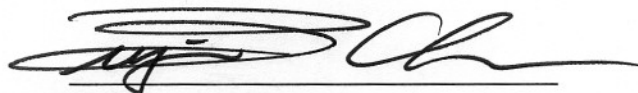
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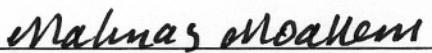
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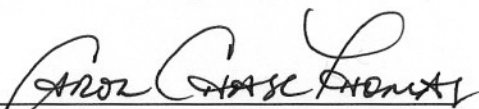
Portfolio Committee

  
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Chair

Accepted by

  
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Associate Dean, Watson School of Education

# Site Map

## **Introduction**

- [About Harry R. Marriner](#)
- [Philosophy as an Instructional Technologist](#)
- [Future goals and plans](#)
- [Examples of job descriptions and qualifications](#)

## **The Field of Instructional Technology and its Domains**

- [Definition of the Field](#)
- [Domain of Instructional Design](#)
- [Domain of Development](#)
- [Domain of Utilization](#)
- [Domain of Management](#)
- [Domain of Evaluation](#)
- [Conclusion](#)

## **Goals and Competencies**

- [Desired Job Qualifications/Competencies](#)
- [MIT Program Goals and Competencies](#)
- [Links between Competencies and Job Qualifications](#)

## **Artifacts and Annotations**

Page One:

- [MIT 500 Self-Instructional Module](#)
- [MIT 515 Online Course](#)
- [MIT 512 WebQuest](#)
- [MIT 530 Innovation Diffusion Plan](#)

Page Two:

- [MIT 510 Obesity Project](#)
- [MIT 522 School Technology Plan](#)
- [MIT 530 Worldwide Learning Initiative](#)
- [MIT 520 Project Management Plan](#)

Page Three:

- [MIT 511 Instructional PowerPoint](#)
- [MIT 542 \*Troubled Waters\* Lesson Plans](#)
- [MIT 513 Authorware Project](#)

# Introduction

[Philosophy as an Instructional Technologist](#)

[Future goals and plans](#)

[Job descriptions and qualifications](#)

## About Me

I am Harry R. Marriner. I am pursuing a career in Instructional Design and Development. I received my Master of Science degree in Instructional Technology from the University of North Carolina at Wilmington (UNCW) on December 13, 2003. I have a Bachelor of Arts degree in English from the University of Maine, and a Bachelor of Arts degree in Physical Education from UNCW. I am a teacher of Physical Education at Malpass Corner Elementary School in Burgaw, North Carolina. I was Teacher of the Year at that school for the 1996-1997 school year. Besides my regular teaching duties, I maintain the school's Web pages.

Born in Belfast, Maine, I moved to Wilmington, North Carolina after college for a visit with my recently relocated parents. My parents have since moved to Florida, but I am still living in Wilmington, having become attached to the area and even more attached to a local woman, whom I married in 1977. My wife Rebecca and I have one son.

# Introduction

[About Harry R. Marriner](#)

[Future goals and plans](#)

[Job descriptions and qualifications](#)

## **Philosophy as an Instructional Technologist**

I believe that Instructional Technology can lead the way in reforming the way people learn, to bring education in line with the needs of the new century. The modern world is awash in information. There is much more than one person can absorb. Therefore, it is necessary to find ways to personalize learning so that each learner can find the information he or she needs to solve problems, rather than to group people into categories and expect them to learn what everyone else in that category is learning. Not everyone needs to know the same things. By using computer technology in combination with older technologies, I believe it is possible to keep each learner motivated, engaged and satisfied with his or her learning experiences.

Although one rarely sees it described as such, instructional design is a creative process. With knowledge of learning theories and instructional design tools, the instructional technologist is prepared to look for creative approaches to instructional problems and to formulate creative solutions to these problems.

One of the main problems to approach is the use of available instructional time. We should ask ourselves if we are getting the maximum amount of learning from the time we put into instruction. My view is that we are not. Too much time is spent presenting information and too little on coaching and supporting the learner. With good instructional design, we should be able to use computer technology to present information to the learner while leaving the teacher free to coach, counsel, question, and encourage the learner.

I don't think we will ever replace the teacher with computer-based or online learning, but both of these technologies can be employed to make the teacher more effective in meeting the needs of learners.

# Introduction

[About Harry R. Marriner](#)

[Philosophy as an Instructional Technologist](#)

[Job descriptions and qualifications](#)

## **Future goals and plans**

My goal is to become an Instructional Designer working on individualized computer-based and Web-based instruction that is designed to work in conjunction with classroom learning.

# Introduction

[About Harry R. Marriner](#)

[Philosophy as an Instructional Technologist](#)

[Future goals and plans](#)

## **Job descriptions and qualifications**

[Instructional Designer, Purdue University](#)

[Instructional Designer, DigitalThink](#)

[Curriculum Design Manager](#)

[Instructional Designer, Heifer International](#)

[Instructional Designer, University of Wisconsin](#)

[Instructional Designer, UNC-Pembroke](#)

**Job:** **Instructional Designer (2 vacancies), Purdue University**

**Location:** West Lafayette, IN

**Posting Date:** November 7, 2003 at 11:32 am

Title: Instructional Designer

**\*\*Two Vacancies\*\***

Department Name: IT Instructional Computing Services

Job Type: Administrative/Professional

Posting #: 1408.230.0311

Class: Regular Full-time

**Job Description:**

Bachelor degree in Education, Instructional Technology, Educational Media, CS, CPT, CGT or related field plus one year of professional or higher education experience developing and consulting in the development of instructional resources required. Masters degree preferred. An equivalent combination of education and experience will be considered for this position.

Experience working with faculty and instructors training best practices in the use of technology to support instruction needed. Experience creating digital and online instructional resources as well as teaching at the college or university level required. Must have multimedia design skills to incorporate text, graphics, video, and animation into educational resources. Strong interpersonal, written, and public communications skills necessary. Must have the ability to work independently and as part of a team, manage time effectively, and adhere to established deadlines.

Knowledge of instructional resources and the use of technology resources for instruction course management systems (such as WebCT, Blackboard, or other tools for delivering or managing online courses) required. Must have the ability to manage tasks, to provide leadership to developmental projects, to identify and troubleshoot moderate to complex problems, and to make recommendations for action on activities such as new instructional technology tools and approaches.

Provide counseling services to faculty and departments to design, develop, and implement instructional technology solutions. Advise and assist faculty in best practices related to the use of instructional technology. Develop and support training activities for multimedia and instructional technology topics. Supervise student workers. Maintain and upgrade applicable job skills as identified and required. Work with all other Instructional Computing Services groups to ensure effective communication of issues, needs, problems and opportunities.

**For further information or to apply: [click here](#)**



**Job:** **Instructional Designer, DigitalThink**

**Location:** Cincinnati, OH

**Posting Date:** September 9, 2003 at 4:23 pm

Job Title: Instructional Designer  
Company/Organization: DigitalThink  
Job Location: Cincinnati, OH  
Closing/Expiration Date: Not Specified

Job Description:  
Position Summary

As a member of our Learning Strategy and Development team, you will work with client-side subject matter experts to design and create e-learning solutions. You will help create instructional creative strategies, design and author course content, and work closely with a number of in-house teams at DigitalThink including project managers, Web designers, and Web producers.

#### Responsibilities

- Consulting with client-side subject matter experts to design e-learning solutions
- Writing of course content
- Instructional design and developmental editing of course content

#### Qualifications

- Experience designing and creating self-paced, interactive instructional content; e-learning experience a plus. Ability to assess content design approaches and make effective content design decisions given course parameters. Experience creating instructional plans/course maps.
- Excellent writing skills. Experience authoring content from scratch in collaboration with subject-matter experts. Ability to write concisely for the Web.
- Strong client consulting/interfacing skills. Ability to guide clients to focus on specific objectives and teaching points.
- Strong meeting facilitation, presentation and interpersonal skills.
- A thorough understanding of the Web as an instructional medium
- MA in instructional design/technology, learning sciences, or adult education

# Career Opportunity

**Posted:** September 11, 2003

**Closing Date:** October 1, 2003

**Position:** Training Specialist/Instructional Designer

**Location:** Internal Operations, Heifer International Headquarters, Little Rock, Arkansas

**Reports To:** Director of Training

**Salary Range:** \$36,000 - \$40,000 annually, plus benefits

**Responsibilities** include the following, within the approved budget, policies, objectives, and priorities of Heifer International. Other duties may be assigned:

- A. Assesses staff development needs through focus groups, surveys, interviews and other techniques.
- B. Uses proven instructional methodologies to design effective courses and develops training materials, such as job aids, facilitator guides, participant guides, lesson plans, videos, and computer-based training.
- C. Designs and implements effective training evaluation, including course evaluations, quizzes, skill practice, on-the-job transfer, business impact, and ROI, and recommends follow-up action.
- D. Assists Training Team in strengthening existing network of facilitators.
- E. Works with all the ODD teams and other Heifer departments to develop specific training materials and workshops to advance the objectives of those teams.
- F. Works with staff to coordinate logistics and set-up of training activities, including participant enrollment, classroom setup, training materials duplication, and review of completed evaluations.
- G. Conducts Training of Trainer workshops and pilot courses.
- H. Develops and maintains content for training section of Heifer's intranet.
- I. Maintains knowledge of instructional design, development, and evaluation in the training field, and participates in professional meetings as appropriate.

**Education and/or Experience**

Bachelor's degree in Instructional Systems Technology, Education, Communications or related field, plus (5) years related experience. Master's degree preferred. Other job-related education and/or experience may be substituted for all or part of these basic requirements.

### **Knowledge, Skills, and Abilities**

1. Knowledge of instructional design methodologies, adult learning principles, participatory training, visual design, and experiential education.
2. Knowledge of community development, international development, and sustainable development issues is highly desirable.
3. Ability to apply sound instructional/training design methodologies to develop effective training courses and staff development activities.
4. Ability to design and develop web-based and computer-based training, using web authoring and graphics software.
5. Ability to facilitate workshops, seminars, and training, in the classroom and through the web.
6. Ability to foster and maintain a spirit of unity, teamwork, and cooperation among all partners.
7. Oral and written fluency in English required; second language abilities highly desired, Spanish preferred.
8. Leadership skills with the ability to train and work cooperatively with a diverse staff.
9. Proven planning and organizational skills, including setting objectives and priorities, multi-tasking, and proactive decision-making and problem solving.
10. Ability to learn about Heifer's mission, approaches, projects, structure, and initiatives and share accurately with appropriate audiences.
11. Strong computer skills, preferably using Microsoft Office products such as Word and PowerPoint, and experience in using email and Internet for communication and research.
12. Sensitivity in working with multiple cultures, beliefs, and to gender equity.
13. Ability and willingness to travel in the U.S. and internationally.

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For further questions on this job or other job opportunities at Heifer, please contact us at [jobs@heifer.org](mailto:jobs@heifer.org). To receive notification of new job postings, sign up for [our email list](#).

**HEIFER IS AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION  
EMPLOYER BY CHOICE.**

# **The University of North Carolina at Pembroke**

## **Instructional Designer**

Application Due: Open Until Filled

Posted: 10/17/2003

Location: NC

Type: Full Time

Responsibilities will include providing innovative leadership in the design, development and implementation of e-learning systems; consulting with faculty on creative ways to enhance their pedagogy and integrate technology into the teaching and learning process; coordinating faculty development events revolving around instructional design and development; and, researching and evaluating learning objects, instructional development tools and toolkits for implementing e-learning course materials more effectively.

The instructional designer is expected to have a thorough knowledge of learning theories and of instructional design & development for e-learning, the ability to communicate effectively in oral and written form, and the ability to establish and maintain effective working relationships. Masters degree required. Graduate degree in instructional design or related discipline required. Teaching experience in an academic discipline and doctorate preferred. Previous experience as an instructional designer is a plus.

Instructional Development Services at the University of North Carolina at Pembroke operates as a new unit reporting to the Associate Vice Chancellor for Information Resources. The mission of Instructional Development Services (IDS) is to support and strengthen the teaching and learning needs of faculty and students at the University of North Carolina at Pembroke.

To apply, submit a resume and letter of application including the names and email addresses of three professional references to Dr. Maurice Mitchell, PO Box 1510, Pembroke, NC 28372. Electronic submissions may be addressed to maurice.mitchell@uncp.edu, and should be in MS Word format. Applications will be accepted until the position is filled.

# The Field of Instructional Technology and its Domains

[What is Instructional Technology?](#)

**The Domain of Design**

[The Domain of Development](#)

[The Domain of Utilization](#)

[The Domain of Management](#)

[The Domain of Evaluation](#)

[Conclusion](#)

## The Domain of Design

The Domain of Design involves planning for all aspects of the process of developing a solution to a learning problem. In the design phase, the Instructional Designer employs a systems design approach, analyzes the learner and the learning situation, selects or designs the proper methods of instruction, selects or designs the learning materials, decides on the proper implementation of the instruction, and plans for the evaluation of the effectiveness of the instruction. The process is often described using the acronym [ADDIE](#), signifying Analysis, Design, Development, Implementation, and Evaluation (Anglada, n.d.). Within the ADDIE structure there are a number of models that specify the details of carrying out these broad areas. The Instructional Designer uses a knowledge of these models to select the proper one to guide his approach to a particular problem.

In the Design phase, the Instructional Designer must first conduct a needs analysis to determine that instruction or training is indeed called for. Not all problems can be solved by instruction, and it would be wasteful of human and material resources to design an instructional system which would end up not solving the problem. If instruction is the solution, the designer then must analyze the characteristics of the learner and the learning environment to attain the information needed to tailor the design of instruction. He must also analyze the tasks involved in achieving the ends of instruction. Included in this analysis are identification of the sub-skills of the task, the sequence in which they must be learned, and the prerequisite skills and abilities the learner must already have in order to begin the learning task. With the results of the analyses of the environment, learner, and task, the Instructional Designer writes the objectives to be attained by the training. In some models, such as [Dick & Carey](#) (1996), the related test items are prepared at the same time as the objectives. Although this is an element of the Evaluation domain, the domains often overlap. Although Dick & Carey's model is essentially linear, Instructional Design is not necessarily a linear process. Often aspects of several domains are progressing simultaneously; and the process is often iterative, cycling back to previous steps to refine the instructional design. [Kemp's model](#) (1994) of Instructional Design places the steps of design in a circle rather than in a straight line. The same processes are taking place, but the conceptualization of the process emphasizes a less restrictive approach in starting points and

sequence. The [R2D2](#) (Reflective, Recursive, Design and Development) model (Willis, 1995) is an even more flexible model. This model is non-linear, maintaining that any aspect of the design process can be revisited at any time (recursion). It is also based on the premise that one should not follow a prescribed flow of events, but be responsive to input from many sources, especially input from the learners.

The Instructional Designer relies on a knowledge of learning theory to determine the best way to impart the training to achieve the desired objectives. The selection of learning strategies and sequencing of instruction are based on the three major learning theories: behaviorism, cognitivism, and constructivism.

Behavioristic instructional design, patterned after the work of B. F. Skinner, is epitomized by programmed instruction. In this method, a learner is guided through small steps, with feedback at the conclusion of each step. The learner does not advance until he has mastered the present material. This method is controlled entirely by the program designer.

Cognitive instructional theory emphasizes the processes of learning in the brain and tries to design instruction so that it can best be grasped by the learner by matching the teaching process with the student's learning processes. Cognitivism attempts to facilitate reorganization of information in the brain to synthesize new learning with present knowledge.

Constructivist instructional design emphasizes the need for learners to react with and use new information in a process of constructing new knowledge. An outgrowth of Piaget's research, constructivists believe each person constructs reality in his own mind, and learning is the process of that construction. Constructivist design requires from the learner both input and involvement in the learning process. Hence, constructivist design tends to involve the learner in actual participation in realistic simulations or production of real products.  
(For more complete comparison of instructional theories see Reigeluth, 1999, pp. 51-67).

It is incumbent upon the Instructional Designer to match the learning theory to the context of the learning situation and the learner to determine the best strategies to meet the predetermined objectives (AECT, 2001). A component of this process is message design, which involves selecting the proper hard and soft technologies to deliver learning. The design is largely inherent in the learning theory chosen, with attention to the learning principles of attention, retention, perception, and motivation.

To be an instructional designer is not to pick one theory or design model and serve as its proponent. Each instructional designer should develop his or her own philosophy of instructional design and, guided by that, judiciously use the design model or models that serve best to achieve success in the instructional environment presented by the instructional problem.

# The Field of Instructional Technology and its Domains

## What is Instructional Technology?

[The Domain of Design](#)

[The Domain of Development](#)

[The Domain of Utilization](#)

[The Domain of Management](#)

[The Domain of Evaluation](#)

[Conclusion](#)

## What is Instructional Technology?

Seels and Richey succinctly defined the field of Instructional Technology in their 1994 work, *Instructional Technology: The Definition and Domains of the Field*: "Instructional Technology is the theory and practice of design, development, utilization, management and evaluation of processes and resources for learning." In this definition lies the outline of the areas of expertise of the Instructional Designer, including the five domains of Instructional Technology that will be expanded below: Design, Development, Utilization/Implementation, Management, and Evaluation. This is not by any means the only definition. The U.S. Commission on Instructional Technology (USCIT) describes Instructional Technology as "a systematic way of designing, implementing and evaluating the total process of learning and teaching in terms of specific objectives, based on research in human learning and communication and employing a combination of human and non-human resources to bring about more effective instruction." The USCIT specifies domains similar to Seels and Richey: design of instruction, production of instructional products and services, management of instruction, and evaluation of instruction. In attempting to meld many definitions into one all-encompassing definition, Tom Cutshall has come up with the following definition:

Instructional technology is the research in and application of behavioral science and learning theories and the use of a systems approach to analyze, design, develop, implement, evaluate and manage the use of technology to assist in the solving of learning or performance problems. (Tom Cutshall, <http://www.arches.uga.edu/~cutshall/tomitdef.html>).

These definitions illuminate the essential elements of Instructional Technology:

- It is a systematic process.
- It is based on scientific theory.
- It is a practical and useful application of learning theory.
- It uses appropriate technology.
- Its purpose is to create effective learning experiences.



A summary definition that addresses all the elements of the field of Instructional Technology can be stated as: Instructional Technology is the systematic, practical application of current educational research and learning theories, by means of the most appropriate technologies, in the pursuit of effective learning experiences.

The field of Instructional Technology is divided into five domains, as suggested in Seels and Richey's definition above: [Design](#), [Development](#), [Utilization](#), [Management](#), and [Evaluation](#). Click on the domain name to see details of each.



# The Field of Instructional Technology and its Domains

[What is Instructional Technology?](#)

[The Domain of Design](#)

**The Domain of Development**

[The Domain of Utilization](#)

[The Domain of Management](#)

[The Domain of Evaluation](#)

[Conclusion](#)

## Domain of Development

"Development is the process of translating the design specifications into physical form" (Seels & Richey, 1994, p. 35). The Instructional Designer does not stop with the design of instruction. It is also his responsibility to develop the products and methods he has recommended into tangible form so that it is a viable real-world, usable learning program. To do this, the Instructional Designer employs four areas of technology: print, audiovisual, computer-based, and integrated. Print technology, including graphic and photographic representations of instructional material, produces materials that can be placed in the hands of the learners and instructors. Print materials are often companions to other technologies, and are often required to meet the needs of learners based on the previous learner analysis, even when other technologies carry the bulk of instruction.

Audiovisual technologies, as the name implies, employ sound and visual images to convey learning messages. The most familiar of these technologies include videotape, film, and sound recordings. The Instructional Designer, even though he may not personally produce the audiovisual products, must have a knowledge of production requirements, script preparation, and learning theory as applied to this area in order to design and guide the production of effective media. Audiovisual technologies are primarily linear in nature (AECT, 2001), thus lacking interactivity, but have the advantage of being familiar to learners, increasing the facility with which learners can access information.

Computer-based technologies are those that use electronically stored data in digital form and are accessed by individuals through computer work stations or by groups through projected electronic media. Such media can include instruction on CD-ROMs, teleconferencing, and distance education.

Integrated technologies are those that combine several forms of media under the control of a computer. Examples include learning over the Internet, and hypermedia CD-ROMs. Integrated technologies provide the advantages of allowing more flexible levels of user control, greater interactivity, and integration of development technologies. Using integrated technologies, it is

possible to present a learner with information that is traditionally provided in print, along with the associated graphic material, which can be in animated form. Digitized audiovisual content can be included along with this to create a package of technologies that can greatly extend and enhance the traditional educational environment.



# The Field of Instructional Technology and its Domains

[What is Instructional Technology?](#)

[The Domain of Design](#)

[The Domain of Development](#)

**The Domain of Utilization**

[The Domain of Management](#)

[The Domain of Evaluation](#)

[Conclusion](#)

## Domain of Utilization

The Domain of Utilization covers the use of human and material resources to gain acceptance for, implement, and institutionalize a program of instruction as designed and developed under the previously explained domains (AECT, 2001). An instructional design that is not used will not solve the problem for which it was designed. The Instructional Designer must take into account the environment in which the instruction will be used to develop a plan to make sure the instruction is enthusiastically received. Even if an instructional module is contracted for a particular situation, the learners must see the innovation as useful and worthwhile for them to give it adequate attention. Helpful to the Instructional Designer is a knowledge of the work of Everett Rogers on the diffusion of innovations. Anything that is perceived to be new to the learner is an innovation, thus nearly all new instruction is innovative (Rogers, 1995). Therefore, the Instructional Designer must plan for how he will implement his instructional design. He must determine how to make the learners aware of the instruction to come, and do so in such a way that learners will form a positive opinion of the instruction. This is done by showing how the instruction will benefit the learner by providing an advantage over old methods, and showing how the new is compatible with the system in which the old was used. The diffusion plan should calm users' fears that the outcome of the instruction will make their lives more difficult, and it should give the potential users real or simulated experience with the product to ensure that learners will perceive the benefits of receiving the instruction.

Implementation is the application of the instructional design and development into the actual learning setting (AECT, 2001). To do this successfully, the Instructional Designer must determine who will deliver the instruction, where, and under what conditions to appropriately perform the training. Once the careful work of design and development is finished, one should not allow it to fail because of improper implementation. Instructors and learners will need support in adapting to the new knowledge and skills they receive during and after instruction. The Instructional Designer must plan to ensure this support is present. One does not want to plan instruction for a series of three hour workshops, only to be told it was a failure after time constraints forced an organization to try to cram it into one half-day workshop. The instructional designer is like the modern father: he does not wait in the waiting room, but is present and

involved in the delivery of his child.

Beyond implementation is institutionalization. This is the permanent adoption and continued use of the innovation (AECT, 2001). When a program is institutionalized, it becomes a part of the culture of the organization. Planning for continued follow-up, support, and adaptation of the instruction are also the province of the Instructional Designer.

Also subsumed under the Domain of Utilization are the policies and regulations that will affect the implementation of instructional solutions. Whatever development technologies are used, the Instructional Designer must be aware of United States and international copyright laws that will pertain to his implementation. He must educate himself to the requirements of the institutions and organizations into which he will implement his plan, such as being sure all Web-based material developed for public institutions be ADA compliant so as not to unfairly block access for some users. Community and organizational standards for content must be considered as applicable to the learners one is trying to reach.



# The Field of Instructional Technology and its Domains

[What is Instructional Technology?](#)

[The Domain of Design](#)

[The Domain of Development](#)

[The Domain of Utilization](#)

**The Domain of Management**

[The Domain of Evaluation](#)

[Conclusion](#)

## Domain of Management

The domain of management includes four subdomains: Project Management, Resource Management, Delivery System Management, and Information Management (AECT, 2001). Each of these subdomains is concerned with planning, monitoring and controlling particular aspects of successful implementation of an instructional design project. Strictly speaking, Project Management is the set of behaviors used to oversee the logistical management of the instructional design and development project. In actual practice, the Instructional Designer seldom works alone to bring a project to fruition. Whether in needs assessment, objective writing, development of materials, or any other aspect of the project, the expertise and time of others will be needed. In Project Management, the Instructional Designer must gather talent, budget the talent's time, develop a timeline for completion of tasks, monitor and evaluate the timeliness and quality of work, and create a budget to cover costs of materials and labor, among many other tasks. Project Management is where the Instructional Designer takes off his educator's hat and puts on his businessman's hat.

Resource Management can be thought of as a part of project management more focused on the budgeting and justification of costs for personnel, material, time, and facilities (AECT, 2001). Delivery System Management pertains to the needs of assuring the availability of satisfactory technical resources to implement the instructional design and development plan. This can include adequate hardware and software, and adequate technical support to learners and instructors to ensure smooth implementation and integration of the learning. Information management applies to the assurance that the systems used to deliver information to the learner, whether print, computer-based, Web-based, or other, is available to the learner when needed (AECT, 2001).

The influence of the Domain of Management is felt throughout an instructional design project. It is not a separate project undertaken after the design and development are done. This is graphically represented in Seels and Glasgow's Instructional Systems Design Model, wherein Project Management, represented by arrows at the top of the model, is shown to be active in all phases of the instructional design process, from analysis to evaluation.

# The Field of Instructional Technology and its Domains

[What is Instructional Technology?](#)

[The Domain of Design](#)

[The Domain of Development](#)

[The Domain of Utilization](#)

[The Domain of Management](#)

**The Domain of Evaluation**

[Conclusion](#)

## Domain of Evaluation

As in the Domain of Management, it would be a mistake to view the Domain of Evaluation as only occurring at the end of instruction or apart from the other domains (AECT, 2001). Evaluation, the domain that concerns itself with determining the adequacy of instruction, is prevalent in many areas of the Instructional Design process (AECT, 2001). It is helpful if the designer has a knowledge of evaluation models, such as [Stufflebeam's CIPP](#) (Context, Inputs, Process, Product) evaluation model (Stufflebeam, 2003, p. 8), or [Kirkpatrick's Four Levels of Evaluation](#) (Kirkpatrick, 1994), to guide him in this process. In the analysis phase, the Instructional Designer must gather and analyze information from a variety of sources, such as surveys, interviews, and questionnaires, and evaluate their relevance to the instructional design project, employing his findings to amend and improve instruction. In the design phase, the Instructional Designer writes objectives and creates their corresponding test items to prepare criterion-

referenced tests. These tests are used to evaluate the effectiveness of the instruction for individual learners, measuring how many of the objectives have been mastered. Before the instructional design and development plan is implemented, formative evaluation is done to discover areas of the plan that need to be changed in response to learner feedback. Both one-to-one and small group formative evaluation is done before the plan is ready for implementation. And, at the conclusion of the delivery of instruction, summative evaluation is carried out to determine if the instructional plan actually solved the performance problem it was aimed at.





# The Field of Instructional Technology and its Domains

[What is Instructional Technology?](#)

[The Domain of Design](#)

[The Domain of Development](#)

[The Domain of Utilization](#)

[The Domain of Management](#)

[The Domain of Evaluation](#)

## **Conclusion**

### Conclusion

An examination of the five Domains of Instructional Technology reveals that the Instructional Designer is responsible for planning and guiding the instructional design and development of an instructional project from beginning to end. He must not only be versed in the instructional aspects, learning theories and strategies, task analysis and sequencing, etc., but also in the management aspects, making sure the right people and resources are allotted and available at the needed time and place. The instructional designer is usually working in more than one domain simultaneously. It is the mastery of all the domains that allows the Instructional Designer to produce instruction that fills the identified needs.



# Goals and Competencies

These tables contain the job qualifications required for the jobs I am interested in and the artifacts that relate to the competencies of an Instructional Technologist. Tables included are:

**Domain of Instructional Design** (this page)

[Domain of Instructional Development](#)

[Domain of Utilization](#)

[Domain of Management](#)

[Domain of Evaluation](#)

Domain of Instructional Design		
Competency	Job Description	Artifacts
Analyze performance problems and determine appropriateness of instructional solutions to the problem.	<ul style="list-style-type: none"><li>• Use proven instructional methodologies to design courses and develop training materials</li><li>• Apply sound instructional/training design methodologies to develop effective training courses and staff development activities.</li></ul>	<a href="#">E-Mail Project</a> (MIT500)-Needs assessment; <a href="#">Obesity Project</a> (MIT510)-Front End Analysis <a href="#">School Technology Plan</a> (MIT522)-Front end analysis

Plan and conduct needs assessment	<ul style="list-style-type: none"> <li>• Use proven instructional methodologies to design courses and develop training materials</li> <li>• Apply sound instructional/training design methodologies to develop effective training courses and staff development activities.</li> </ul>	<a href="#">E-Mail Project</a> (MIT500)-Surveys, interviews; <a href="#">Obesity Project</a> (MIT510)-Front end analysis; <a href="#">School Technology Plan</a> (MIT522)-Resource analysis;
Assess learner/Trainee characteristics	<ul style="list-style-type: none"> <li>• Assess Staff development needs through focus groups, surveys, interviews and other techniques</li> </ul>	<a href="#">E-Mail Project</a> (MIT500)-Learner analysis surveys, interviews; <a href="#">School Technology Plan</a> (MIT522)-Learner analysis survey; <a href="#">Obesity Project</a> (MIT510)-Front end analysis; <a href="#">Worldwide Learning Initiative</a> Change Plan (MIT530)-Student survey;
Analyze characteristics of setting (learning environment)	<ul style="list-style-type: none"> <li>• Use proven instructional methodologies to design courses and develop training materials</li> <li>• Apply sound instructional/training design methodologies to develop effective training courses and staff development activities.</li> </ul>	<a href="#">E-Mail Project</a> (MIT500)-Context analysis; <a href="#">Obesity Project</a> (MIT510)-Front End Analysis; <a href="#">School Technology Plan</a> (MIT522)-Resource analysis; <a href="#">Worldwide Learning Initiative</a> Change Plan (MIT530)-Extant data, interviews; <a href="#">WebQuest</a> (MIT512)-Web site evaluation form; <a href="#">Instructional Video Project Management Plan</a> (MIT520)-Environmental analysis;

Conduct analysis of jobs/tasks and content.	<ul style="list-style-type: none"> <li>• Use proven instructional methodologies to design courses and develop training materials</li> <li>• Apply sound instructional/training design methodologies to develop effective training courses and staff development activities.</li> </ul>	<a href="#">E-Mail Project</a> (MIT500)-Task analysis; <a href="#">Authorware Project</a> (MIT513)-Task analysis; <a href="#">Worldwide Learning Initiative</a> Change Plan (MIT530)-Data analysis;
Sequence learner outcome	<ul style="list-style-type: none"> <li>• Use proven instructional methodologies to design courses and develop training materials</li> <li>• Apply sound instructional/training design methodologies to develop effective training courses and staff development activities.</li> </ul>	<a href="#">E-Mail Project</a> (MIT500)-Goals and objectives, flowchart; <a href="#">Obesity Project</a> (MIT510)-Project plan; <a href="#">Authorware Project</a> (MIT513)-Storyboard;
Specify instructional strategies and sequence the instructional strategies	<ul style="list-style-type: none"> <li>• Knowledge of learning theories</li> </ul>	<a href="#">E-Mail Project</a> (MIT500)-Flow Chart; Selection of Instructional Design model <a href="#">Authorware Project</a> (MIT513)-Interactive learning module; <a href="#">Troubled Waters Lesson Plans</a> (MIT542)-Online constructivist learning;

<p>Determine instructional resources (media/computer technology) appropriate to instructional activities.</p>	<ul style="list-style-type: none"> <li>• Ability to assess content design approaches and make effective content design decisions given course parameters.</li> </ul>	<p><a href="#">E-Mail Project</a> (MIT500)-Product report;  <a href="#">Obesity Project</a> (MIT510)-Design and Implementation Plans;  <a href="#">School Technology Plan</a> (MIT522)-Front end analysis;  <a href="#">WebQuest</a> (MIT512)-Web site evaluation form;</p>
<p>Select appropriate applied information technologies to achieve instructional objectives.</p>	<ul style="list-style-type: none"> <li>• Ability to assess content design approaches and make effective content design decisions given course parameters.</li> <li>• Understanding of instructional technologies related to learning and student support services.</li> </ul>	<p><a href="#">E-Mail Project</a>(MIT500)-Product report;  <a href="#">Obesity Project</a> (MIT510)-Change proposal;  <a href="#">School Technology Plan</a> (MIT522)-Front end analysis;</p>

# Goals and Competencies

[Domain of Instructional Design](#)

**Domain of Instructional Development**

[Domain of Utilization](#)

[Domain of Management](#)

[Domain of Evaluation](#)

Domain of Instructional Development		
Competency	Job Description	Artifacts
Develop projected and non-projected graphic instructional materials.	<ul style="list-style-type: none"><li>Works with all teams to develop specific training materials and workshops to advance the objectives of those teams.</li></ul>	<a href="#">Instructional PowerPoint</a> (MIT511)- PowerPoint tutorial; MIT511-Animation project, <a href="#">Photoshop project</a> ;
Demonstrate ability to produce audio scripts and audio tapes.		MIT511-Audio project
Demonstrate the ability to produce still and motion photographic instructional materials, including knowledge and competencies in: film characteristics, camera operation, exposure,		MIT511-Personal video interview

darkroom processes, lighting, and color photography.		
Demonstrate knowledge of the principles of perception and visual learning applicable to the design and production of photographic instructional materials.		<a href="#">Authorware Project</a> (MIT513); <a href="#">Online Psychology Course</a> (MIT515)-Page design concepts;
Demonstrate knowledge of computer utilization practices and the ability to apply them in instructional settings including: computer literacy, software selection and evaluation, instructional management, hypermedia development and distance learning.	<ul style="list-style-type: none"> <li>• Develops and maintains content for training section of Intranet.</li> <li>• Ability to assess content design approaches and make effective content design decisions given course parameters.</li> </ul>	<a href="#">Online Psychology Course</a> (MIT515)-Hypermedia and distance learning; <a href="#">Instructional PowerPoint</a> (MIT511)-Hypermedia, multimedia; <a href="#">School Technology Plan</a> (MIT522)-Project proposal; <a href="#">WebQuest</a> (MIT512);

Design and produce computer-based instruction, including drill-and-practice and tutorial programs.	<ul style="list-style-type: none"> <li>• Ability to design and develop web-based and computer-based training using Web authoring software</li> <li>• Experience designing and creating self-paced, interactive instructional content; e-learning experience a plus.</li> </ul>	<a href="#">Email Project</a> (MIT500)-Interactive Web-based instructional module; <a href="#">Authorware Project</a> (MIT513)-Interactive computer-based instruction module; <a href="#">WebQuest</a> (MIT512)-Web page development; online constructivist learning; <a href="#">Online Psychology Course</a> (MIT515)-Web page development, online course design; <a href="#">Troubled Waters Lesson Plans</a> (MIT542)-Online constructivist learning;
Design and produce interactive multimedia systems.	<ul style="list-style-type: none"> <li>• Ability to design and develop web-based and computer-based training using Web authoring software</li> <li>• Technical expertise with course delivery software, web development, video, or multimedia production.</li> </ul>	<a href="#">Email Project</a> (MIT500)-Interactive Web-based instructional module; <a href="#">Authorware Project</a> (MIT513)-Interactive math tutorial; <a href="#">Instructional PowerPoint</a> (MIT511)-PowerPoint tutorial;
Develop curriculum and apply instructional technology to the curriculum at the systems level, the macro level, and the micro level.	<ul style="list-style-type: none"> <li>• Experience creating instructional plans/course maps.</li> </ul>	<a href="#">Troubled Waters Lesson Plans</a> (MIT542)-Online constructivist learning; <a href="#">Obesity Project</a> (MIT510)-Implementation plan;



<p>Demonstrate knowledge and ability to design and produce self-instructional modules, training manuals, instructor's guides, and job aids.</p>		<p><a href="#">Email Project</a> (MIT500)-Interactive Web-based instructional module;  <a href="#">Authorware Project</a> (MIT513)-Interactive math tutorial;  <a href="#">Instructional PowerPoint</a> (MIT511)-PowerPoint tutorial;  <a href="#">Obesity Project</a> (MIT510)-Design of instructional materials package;</p>
<p>Design and produce mediated instruction.</p>	<ul style="list-style-type: none"> <li>• Experience planning, developing, and administering nontraditional instructional programs and courses.</li> </ul>	<p><a href="#">Authorware Project</a> (MIT513)-Menu, glossary, help;  <a href="#">Email Project</a> (MIT500)-Glossary, instructions window;  <a href="#">Online Psychology Course</a> (MIT515)</p>

# Goals and Competencies

[Domain of Instructional Design](#)

[Domain of Instructional Development](#)

**Domain of Utilization**

[Domain of Management](#)

[Domain of Evaluation](#)

Domain of Utilization		
Competency	Job Description	Artifacts
Apply principles of selection and use of materials and techniques relevant to a multicultural society (e.g., non-print, print, mass media, hardware, software, and other audiovisual strategies).	<ul style="list-style-type: none"><li>Understanding of instructional technologies related to learning and student support services.</li></ul>	<a href="#">School Technology Plan</a> (MIT522)-Change plan; <a href="#">Obesity Project</a> (MIT510)-Project proposal;

<p>Apply leadership techniques with individuals and groups (interpersonal skills, group dynamics, team building and diffusion of innovations).</p>	<ul style="list-style-type: none"> <li>Facilitate workshops, seminars, and training, in the classroom and through the web.</li> </ul>	<p><a href="#">School Technology Plan</a> (MIT522)- Implementation Plan; <a href="#">Project Management Plan</a> (MIT520)-; Diffusion Plan (MIT530);</p>
<p>Promote the diffusion and adoption of the instructional development process. (Select strategies appropriate for promoting the diffusion and adoption of the instructional development process in a given setting and state a rationale for the strategies)</p>	<ul style="list-style-type: none"> <li>Experience developing visions, missions, and strategies.</li> <li>Ability to promote the use of technology to facilitate learning.</li> </ul>	<p><a href="#">School Technology Plan</a> (MIT522)- Implementation Plan, Communication Plan; <a href="#">Diffusion Plan</a> (MIT530);</p>

<p>Demonstrate a knowledge of the laws and regulations which govern the selection and utilization of media/emerging technology, including copyright, censorship, State Board Regulations, Local Board Policies, etc.</p>	<ul style="list-style-type: none"> <li>• Knowledge of policies and issues related to distance learning and learning technologies.</li> </ul>	<p><a href="#">School Technology Plan</a> (MIT522)-Applicable policies;</p> <p><a href="#">WebQuest</a>(MIT512)-Web site evaluation form, Design of learning environment;</p>
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# Goals and Competencies

[Domain of Instructional Design](#)

[Domain of Instructional Development](#)

[Domain of Utilization](#)

**Domain of Management**

[Domain of Evaluation](#)

Domain of Management		
Competency	Job Description	Artifacts
Plan, create, monitor, and facilitate instructional design projects.	<ul style="list-style-type: none"><li>• Works with staff to coordinate logistics and set-up of training activities, including participant enrollment, classroom setup, training materials duplication, and review of completed evaluations.</li><li>• Planning and organizational skills, including writing objectives and priorities, multi-tasking, and proactive decision-making and problem solving.</li></ul>	<a href="#">Project Management Plan</a> (MIT520) <a href="#">School Technology Plan</a> (MIT522) <a href="#">Diffusion Plan</a> (MIT530)
Organize the instructional project or service unit to operate effectively and efficiently.	<ul style="list-style-type: none"><li>• Competency in strategic planning and budget management.</li></ul>	<a href="#">School Technology Plan</a> (MIT522)- Infrastructure Design;

Manage personnel and facilities.	<ul style="list-style-type: none"> <li>• Leadership skills with the ability to train and work cooperatively with a diverse staff.</li> </ul>	<a href="#">Project Management Plan</a> (MIT520)- Staff development plan, Infrastructure plan; <a href="#">School Technology Plan</a> (MIT522)- Implementation plan;
Plan and implement organizational change.	<ul style="list-style-type: none"> <li>• Ability to promote collaboration and teamwork, and involve stakeholders in decision-making processes.</li> </ul>	<a href="#">School Technology Plan</a> (MIT522)- Change Management plan; <a href="#">Diffusion Plan</a> (MIT530)-Change management; <a href="#">Obesity Project</a> -Project proposal;
Design instructional management systems.		<a href="#">Project Management Plan</a> (MIT520)- Implementation, budget, resource management;

# Goals and Competencies

[Domain of Instructional Design](#)

[Domain of Instructional Development](#)

[Domain of Utilization](#)

[Domain of Management](#)

**Domain of Evaluation**

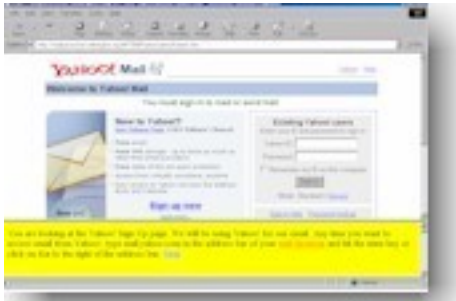
Domain of Evaluation		
Competency	Job Description	Artifacts
Plan and conduct needs assessment.	<ul style="list-style-type: none"> <li>Designs and implements effective training evaluation, including course evaluations, quizzes, skill practice, on-the-job transfer, business impact and recommends follow-up action.</li> </ul>	<a href="#">Email Project</a> (MIT500)-Pre-test, survey; <a href="#">Obesity Project</a> (MIT510)-Front end analysis; <a href="#">School Technology Plan</a> (MIT522)-Needs analysis; <a href="#">Worldwide Learning Initiative</a> (MIT530)-Surveys, interviews;
Plan and conduct evaluation of instruction/training.	<ul style="list-style-type: none"> <li>Designs and implements effective training evaluation, including course evaluations, quizzes, skill practice, on-the-job transfer, business impact and recommends follow-up action.</li> </ul>	<a href="#">Email Project</a> (MIT500)-One-on-one and small group evaluation, learner feedback form; <a href="#">Authorware Project</a> (MIT513)-One-to-one and small group evaluations; <a href="#">School Technology Plan</a> (MIT522)-Evaluation plan; <a href="#">Worldwide Learning Initiative</a> (MIT530)-Self-assessment survey forms; <a href="#">WebQuest</a> (MIT512)-Assessment rubric;

<p>Plan and conduct summative evaluation of instruction/training.</p>	<ul style="list-style-type: none"> <li>• Designs and implements effective training evaluation, including course evaluations, quizzes, skill practice, on-the-job transfer, business impact and recommends follow-up action.</li> </ul>	<p><a href="#">Obesity Project</a>(MIT510)-Implementation plan;  <a href="#">School Technology Plan</a> (MIT522)-Evaluation Plan;</p>
<p>Plan and conduct product evaluation.</p>	<ul style="list-style-type: none"> <li>• Designs and implements effective training evaluation, including course evaluations, quizzes, skill practice, on-the-job transfer, business impact and recommends follow-up action.</li> </ul>	<p><a href="#">Email Project</a>(MIT500)-Analysis of items by objective;</p>



# Email Self-Instructional Module

[View Email Module](#) | [Return to Artifacts page](#) | [View Competency Tables](#)



This product, created for MIT500-Instructional Design: Theory and Research, is a Web-based, self-instructional module designed to allow novice Internet users to easily obtain and use an Internet email account. I applied Richard Mayer's SOI model of designing instruction for constructivist learning to combine on-screen directions with an actual performance environment (Mayer, 1999). I used the Dick & Carey Instructional Systems Design model to guide the project from front end analysis to

summative evaluation (Dick & Carey, 1996).

Development of this project required conducting analyses of the learners, context and tasks, designing a micro level learning module, developing the product, conducting formative evaluation, delivering the product and conducting summative evaluation. The graphics in the introduction and user instructions were found on Web clip art sites. The actual learning module depended on the actual interface of the Yahoo! email Web site. I created a Web page employing two frames, one for instructions and one to hold the Yahoo! Web page. With this method, I could keep the instructions on the screen to guide the learner through the steps of obtaining a Yahoo! email account. This kept the instructions in close proximity to the performance, as the instructions progressed in sequence with the sign-up process.

This module was developed to be available to teachers in my school via the school Web page. I chose this project to approach a real problem in the school where I teach, where the administration was promoting the use of email to replace paper memos and disruptive intercom announcements. At the same time, many staff members were apprehensive about using the Web and still not comfortable with computers. The module was designed to ease this apprehension by guiding the learner through the process of obtaining an Internet email account using the actual Yahoo! Web page where new email accounts are registered. Thus, when the module was finished, the user would have a personal email account, with no need to transfer the learning to a different setting. Until recent changes in the school Web server the module was available to teacher by a link on the school site, which I design and maintain.

Looking back on this module, I realize that, although I count it a success, basing a learning module on a Web site hosted on a server over which I have no control can produce a short-lived learning object. When I revisited this project about a year after its completion, I found that Yahoo! had coded its home page to not allow it to be placed in frames, which was the basis of the arrangement of my module. The result was that the user could not see the instructions. I remedied this problem when I realized that Yahoo!'s own mail pages used frames, which meant that I could use them too. I rewrote the module to open a frames page a little deeper inside the

site, which allowed the module to work as well as before.

I chose to include this artifact in my portfolio to demonstrate my ability to creatively approach a learning problem, to properly sequence instruction to mediate the learning process, to develop Web-based instruction, and to design and develop a self-instructional module following an accepted ISD model.

Domain of Instructional Design		
Competency	Artifacts	Rationale
Analyze performance problems and determine appropriateness of instructional solutions to the problem.	<a href="#">Product report</a> Needs assessment	Demonstrates ability to conduct a needs assessment including learner and context analysis.
Plan and conduct needs assessment	<a href="#">Product report</a>	This artifact demonstrates ability to conduct a needs assessment.
Assess learner/Trainee characteristics	<a href="#">Learner analysis</a> [.doc]	This artifact is an analysis of learner characteristics.
Analyze characteristics of setting (learning environment)	<a href="#">Context analysis</a>	This artifact is an analysis of the learning context.
Conduct analysis of jobs/tasks and content.	<a href="#">Task analysis</a>	The artifact demonstrates knowledge of conducting a task analysis.
Sequence learner outcome	<a href="#">Goals and objectives</a>	The product shows proficiency in developing instructional objectives.
Specify instructional strategies and sequence the instructional strategies	<a href="#">Product report</a> Selection of Instructional Design model	The artifact demonstrates ability to select an appropriate design model.

Determine instructional resources (media/computer technology) appropriate to instructional activities.	<a href="#">Product report</a> Selection of media	The artifact demonstrates selection of media.
Select appropriate applied information technologies to achieve instructional objectives.	<a href="#">Product report</a>	The selected technologies match the objectives.

Domain of Instructional Development		
Competency	Artifacts	Rationale
Design and produce computer-based instruction, including drill-and-practice and tutorial programs.	<a href="#">Email Project</a>	This artifact demonstrates the design and development of a self-paced Web-based tutorial.
Design and produce interactive multimedia systems.	<a href="#">Email Project</a>	The module requires learner to interact with the Yahoo! Web-site while following on-screen instructions provided by the designer.
Demonstrate knowledge and ability to design and produce self-instructional modules, training manuals, instructor's guides, and job aids.	<a href="#">Email Project</a>	This is an example of a self-instructional module.
Design and produce mediated instruction.	<a href="#">Glossary</a> <a href="#">Instructions window</a>	This learning module uses a pop-up glossary box activated by the learner as needed. It also provides an instructions box which can be advanced at the learner's pace.

Domain of Utilization		
Competency	Artifacts	Rationale

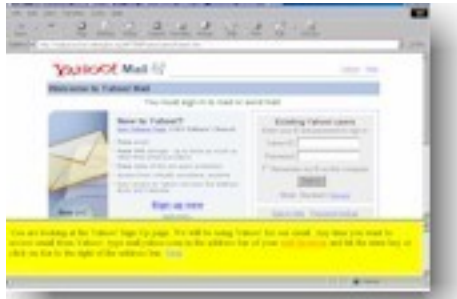
Apply principles of selection and use of materials and techniques relevant to a multicultural society (e.g., non-print, print, mass media, hardware, software, and other audiovisual strategies).	<a href="#">Email Project</a>	Demonstrates choice of Web-based instruction and execution of Web design using HTML.
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Domain of Evaluation		
Competency	Artifact	Rationale
Plan and conduct evaluation of instruction/training.	<a href="#">One-on-one and small group evaluation (p.5) [.doc]</a>  <a href="#">Post Test and Attitude Questionnaire [.pdf]</a>	<p>Demonstrates knowledge of steps in conducting formative evaluation.</p> <p>Demonstrates evaluation at the Reaction and Performance levels of Kirkpatrick's evaluation model.</p>
Plan and conduct product evaluation.	<a href="#">Analysis of items by objective [.xls]</a>	Item by item analysis of evaluation data.

[Return to Artifacts page](#)



# Artifacts



## [Self-Instructional Module](#)

Obtaining a Yahoo! email account.



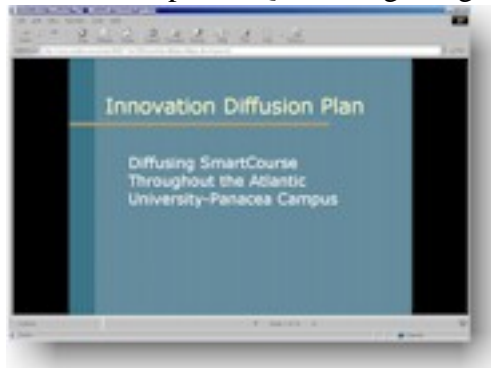
## [Online Course](#)

Model for online course in Internet Psychology



## [WebQuest](#)

Forrest Gump WebQuest integrating fitness with geography.



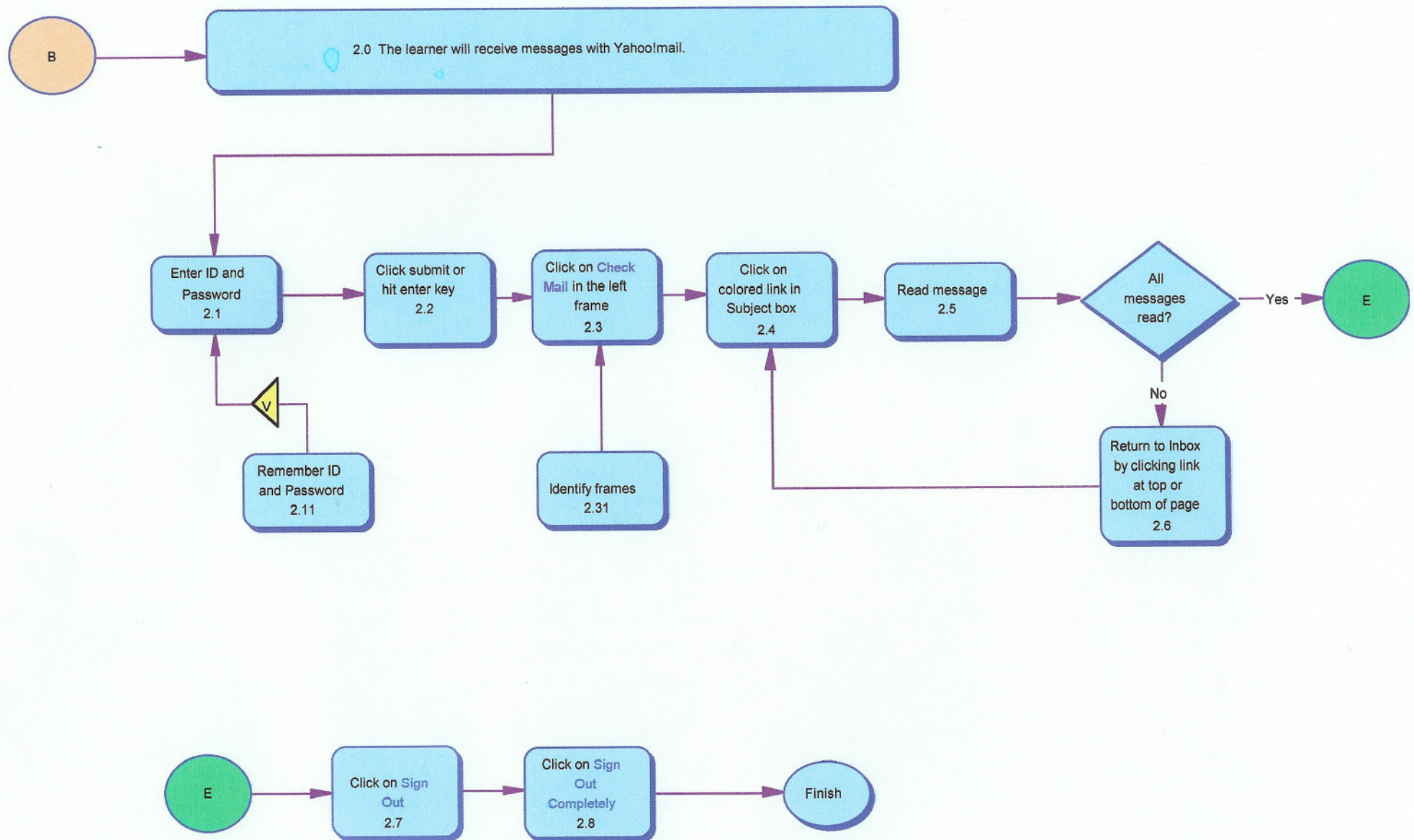
## [Innovation Diffusion Plan](#)

Presentation of a plan for diffusing an innovation.

Artifacts Page [1](#) [2](#) [3](#) [Next>>](#)









43

## Post Test For The Internet Mail Tutorial

The Post-test is to show that you understand and can complete on your own the objectives of the Internet Mail Tutorial. You are to do all the tasks in the Post-test.

After completing each task, answer the questions listed below that task.

Also you will find a feedback form for you to make comments on the effectiveness of the instruction you just completed. Please answer the questions honestly and add any comments you want to make that are not directly asked of you.

Thank you for participating in this program.



Internet Mail Tutorial  
Posttest

After completing each step, circle the yes or no in the box beside the question.

1. Open Yahoo! Mail in your web browser.

Did the Yahoo! home page open?	<input checked="" type="radio"/> Yes	<input type="radio"/> No
Did the Yahoo! Sign-in page open?	<input checked="" type="radio"/> Yes	<input type="radio"/> No
Did you sign in successfully, giving proper ID and password?	<input checked="" type="radio"/> Yes	<input type="radio"/> No

2. Check your mail.

Did you successfully open your inbox?	<input checked="" type="radio"/> Yes	<input type="radio"/> No
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3. Read your mail.

Were you able to read your mail?	<input checked="" type="radio"/> Yes	<input type="radio"/> No
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4. Send a letter to marlon@wilmington.net telling him that you have a new email account. Use proper spelling.

Were you able to open the Message box?	<input checked="" type="radio"/> Yes	<input type="radio"/> No
Did you check your spelling and correct any errors?	<input checked="" type="radio"/> Yes	<input type="radio"/> No
Did Yahoo! confirm that the message was sent?	<input checked="" type="radio"/> Yes	<input type="radio"/> No

## Internet Mail Tutorial Posttest

5. In your address book, make a list named Posttest. On the list will be only:

- Joe Student, [hrm7884@uncwil.edu](mailto:hrm7884@uncwil.edu)
- James Boswell, [boswellj0111@yahoo.com](mailto:boswellj0111@yahoo.com)
- Harry Marriner, [harry\\_marriner@hotmail.com](mailto:harry_marriner@hotmail.com)

Send a letter with the subject finished to all the members on the list, informing them that you have finished the Internet Mail Tutorial.

Did your Address Book open?	<input checked="" type="radio"/> Yes	<input type="radio"/> No
Did you successfully open a new list?	<input checked="" type="radio"/> Yes	<input type="radio"/> No
Did you successfully add the three contacts?	<input checked="" type="radio"/> Yes	<input type="radio"/> No
Did you add any new contacts to the address book?	<input checked="" type="radio"/> Yes	<input type="radio"/> No
Did Yahoo! confirm that your message was sent?	<input checked="" type="radio"/> Yes	<input type="radio"/> No

6. Sign out of Yahoo!

Did you successfully sign-out of Yahoo!Mail?	<input checked="" type="radio"/> Yes	<input type="radio"/> No
Did you successfully sign out of Yahoo!?	<input checked="" type="radio"/> Yes	<input type="radio"/> No



Internet Mail Tutorial  
Posttest

Questionnaire

Rate according to the following scale how you feel about each question below.

1	2	3	4	5
No way	Not so much	I can go along with that	Pretty much	Oh, yeah

1.	The materials were easy to follow.	1 2 3 4 5
2.	The instructions were clear.	1 2 3 4 5
3.	I felt comfortable doing the things the Tutorial asked me to do.	1 2 3 4 5
4.	I feel confident of my ability to use Internet email to send and receive mail.	1 2 3 4 5
5.	I feel confident of my ability to use mailing lists.	1 2 3 4 5

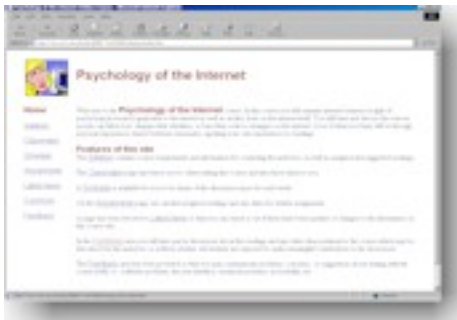
Comments

Write below any comments that you think would help make the Internet Mail Tutorial better or easier to use, or any feedback you want to give about the instructional process used. You may use the back of the page if you need more space.

I'd be very convenient to have your  
tutorial strip at the bottom to  
direct me through all the other things  
I need to use a computer for.

# Psychology of the Internet

[View Online Course](#) | [Return to Artifacts page](#) | [View Competency Tables](#)



This product, created for MIT515-*Web Teaching: Design and Development*, is a model for an online course on the Psychology of the Internet. This course is designed to be conducted in a constructivist environment. There are opportunities for students to discuss the course with each other online, and students are encouraged to give feedback or ask questions of the instructor. In order to build a trusting community of learners, I emphasize to the students that only information they intend for viewing by

the entire class will be viewed. It is important for online learners, particularly novice online learners, to feel comfortable in the environment in order to freely express themselves in a manner necessary to construct knowledge. The site encourages students to share information about themselves in the Classmates area, because I believe it is advantageous to attempt to replicate for online learners the group identity that develops in face to face classes. By including opportunities to personalize the student, and ample emphasis on collaborative discussion, this course mitigates the demotivating isolation that can occur in Internet courses.

The course was constructed in Microsoft FrontPage and in direct HTML code. I selected the subject, researched it, and found the resources, print and online, that are contained in the course.

The project of necessity had a limited scope. Since there was no access to a server to host the pages, the course could not actually be implemented. It served merely as a prototype of the design and structure of an online course, and to a lesser extent as a prototype of Web page design for instruction. The lack of functional server space and scripts also made the feedback and discussions sections mock-ups only.

I am pleased with the construction of this course and the page design, which make it clear to the users what page they are on and make navigation between pages easy and intuitive. I would have liked to have been able to have the Commons and Feedback areas actually functional, in order to gain experience in Web boards and forms. This course gave me an opportunity to examine the structure and theory of online learning, and spurred me to investigate Web page design on my own, since there was little emphasis on this area in the course itself.

I believe this artifact confirms my ability to design instruction for the Web, exhibits my skill at creating visually appealing Web pages, and expressed a philosophy of Instructional Design that is in keeping with the principles of constructivist learning.

Domain of Instructional Design		
Competency	Artifacts	Rationale
Analyze characteristics of setting (learning environment)	<a href="#">Online Psychology course</a>	The artifact is designed to meet the needs of the online learning environment.
Conduct analysis of jobs/tasks and content.	<a href="#">Online Psychology course</a>	The artifact contains a course <a href="#">syllabus</a> and <a href="#">assignments</a> that are aimed at achieving the objectives of the course.
Sequence learner outcome	<a href="#">Online Psychology course</a>	The artifact has a sequenced course <a href="#">schedule</a> and assignments
Specify instructional strategies and sequence the instructional strategies	<a href="#">Online Psychology course</a>	The artifact uses a variety of instructional strategies and sequences their use.
Determine instructional resources (media/computer technology) appropriate to instructional activities.	<a href="#">Online Psychology course</a>	The artifact demonstrates a combination of online, print and interpersonal resources.
Select appropriate applied information technologies to achieve instructional objectives.	<a href="#">Online Psychology course</a>	The artifact uses online, print and interpersonal resources.

Domain of Instructional Development		
Competency	Artifacts	Rationale
Develop projected and non-projected graphic instructional materials.	<a href="#">Online Psychology course</a>	The artifact is designed in accordance with sound visual design principles.

Demonstrate knowledge of the principles of perception and visual learning applicable to the design and production of photographic instructional materials.	<a href="#">Online Psychology course</a>	The artifact demonstrates principles of visual design concepts.
Demonstrate knowledge of computer utilization practices and the ability to apply them in instructional settings including: computer literacy, software selection and evaluation, instructional management, hypermedia development and distance learning.	<a href="#">Online Psychology course</a>	This artifact is an example of both hypermedia and distance learning.
Design and produce computer-based instruction, including drill-and-practice and tutorial programs.	<a href="#">Web page development</a>  <a href="#">Online course design</a>	<p>This artifact is designed for the computer via Internet access.</p> <p>This artifact employs the principles of constructivist learning and the best practices of online learning.</p>
Develop curriculum and apply instructional technology to the curriculum at the systems level, the macro level, and the micro level.	<a href="#">Online Psychology course</a>	The artifact shows development of an online course and application of instructional technology at the micro level.
Design and produce mediated instruction.	<a href="#">Online Psychology course</a>	The course offers mediation through online support of instructor and classmates and email.

Domain of Utilization		
Competency	Artifacts	Rationale

Apply principles of selection and use of materials and techniques relevant to a multicultural society (e.g., non-print, print, mass media, hardware, software, and other audiovisual strategies).	<a href="#">Online course</a>	The selection of Web design techniques to reach the learners is demonstrated in this artifact.
Apply leadership techniques with individuals and groups (interpersonal skills, group dynamics, team building and diffusion of innovations).	<a href="#">Discussion board (Commons)</a> & <a href="#">Classmates</a> page.	Team building via discussion board and classmate communication are designed into this course..

[Return to artifacts page](#)



# Forrest Gump WebQuest

[View WebQuest](#) | [Return to Artifacts page](#) | [View Competency Tables](#)



This product, created for MIT512-Computer Applications in Education, is a WebQuest designed to integrate physical education with geography. Being a physical education teacher, In addition, I incorporate technology and presentation skills using PowerPoint, as well as collaborative problem solving. I designed this WebQuest along a constructivist model, incorporating learning in a realistic and motivating context, integrating several content areas, and providing scaffolding by presenting links not

only to information sites but also to tutorials to help improve presentation skills.

I chose this project because so many attempts at integrating physical education with other subjects end up taking away valuable physical exercise. The exercise is sacrificed to learn math or language during physical education time, which is already in short supply. In this WebQuest I am able to encourage exercise and teach exercise and health skills and knowledge while also teaching social studies, particularly geography. Not only do students research the geography of our country, but they also research running form, how to take their pulse and how to determine their target heart rate. I have not had the opportunity to implement it, but hope to do so one day.

This project was done independently. My plan for the future of this product is to team with a classroom social studies teacher to implement the WebQuest. I would also like to team with a teacher with graphic design skills to create a more attractive and unique interface to increase engagement of the learner.

Reflecting on this artifact, I am pleased with the content and instructional design of the WebQuest. I can see from this WebQuest that a better product can be created with the expertise of multiple individuals with diverse talents. I believe I have a good eye for attractive presentation, but I don't have the visual creativity that would provide uniqueness to the product. Since I don't want my product to be limited by my own talents, in the future I will try to enlist others to aid in producing unique illustrations and interface design to augment my instructional design talent.

This artifact exhibits my ability to design instruction for the Web, as well as to create Web pages using sound design principles. It also shows my ability to creatively synthesize information from different domains into an interdisciplinary learning unit following principles of constructivist learning.



Domain of Instructional Design		
Competency	Artifacts	Rationale
Analyze characteristics of setting (learning environment)	<a href="#">Web site evaluation form</a> [.doc]	This artifact demonstrates knowledge of the Web environment and necessity of finding resource sites that create the proper environment for learning.
Sequence learner outcome	<a href="#">Objectives</a>	Demonstrates writing objectives and sequencing instruction to meet them.
Specify instructional strategies and sequence the instructional strategies	<a href="#">WebQuest</a>	Demonstrates use of proper instructional strategies and their sequence.
Determine instructional resources (media/computer technology) appropriate to instructional activities.	<a href="#">Web site evaluation form</a> [.doc]	This artifact determines appropriate Web resources for instruction.

Domain of Instructional Development

Competency	Artifacts	Rationale
Demonstrate knowledge of computer utilization practices and the ability to apply them in instructional settings including: computer literacy, software selection and evaluation, instructional management, hypermedia development and distance learning.	<a href="#">WebQuest</a>	This artifact demonstrates instructional development as applied to hypermedia and distance learning.
Design and produce computer-based instruction, including drill-and-practice and tutorial programs.	<a href="#">Web page development</a> <a href="#">Online constructivist learning</a>	This artifact demonstrates Web-based design in a constructivist learning environment.
Develop curriculum and apply instructional technology to the curriculum at the systems level, the macro level, and the micro level.	<a href="#">WebQuest</a>	This WebQuest demonstrates the application of integrative curriculum at the micro level.
Design and produce mediated instruction.	<a href="#">WebQuest</a>	This product is an example of online learning.

Domain of Utilization		
Competency	Artifacts	Artifacts
Demonstrate a knowledge of the laws and regulations which govern the selection and utilization of media/emerging technology, including copyright, censorship, State Board Regulations, Local Board Policies, etc.	<a href="#">Web site evaluation form</a> [.doc]	This artifact examines resource Web sites to ensure they adhere to fair use copyright laws and meet the acceptable use guidelines.

Domain of Evaluation		
Competency	Job Description	Artifacts
Plan and conduct evaluation of instruction/training.	<a href="#">Fitness Assessment rubric</a> <a href="#">Presentation assessment rubric</a>	An assessment rubric guides evaluation of the instruction.

[Return to Artifacts page](#)

## Forrest Gump Sees America

A WebQuest combining Physical Education and Social Studies for Fourth and Fifth Grades

*"I just felt like running."*  
--Forrest Gump



### Introduction

In the movie *Forrest Gump*, the title character runs for years back and forth across America with no other explanation than "I just felt like running." He ran a lot of miles and saw a lot of the country. Now you and your classmates will have a chance to help Forrest make another run. By running with your class, you can add up miles to help Forrest run across the country and explore the sites he passes on the way. You will also get a chance to improve your physical fitness and develop a habit of running as a part of a healthy lifestyle.

### Task.

Your task will be two-fold. On the one hand, you will need to learn how to run properly, how to take your pulse so as to measure your exercise intensity, and how to know what is the proper exercise intensity for long distance running. On the other hand, you will work with a team of your classmates to plan where you want Forrest to run, figure out how many miles you will have to run to get there, and convince your class that your selection is the place that the class should adopt as their next destination. Why wait? Let's get started by going to the first task. Put on your running shoes and get going!

## Process

### 1. *Learning to Run*

You might think it strange that you will be expected to learn to run. "Everybody knows how to run," you say. But you will be running a lot of miles if you want Forrest to be able to run across the country. If you want to be a good runner, there are things you can learn to make you run faster, farther and safer. Your physical education teacher will be talking about running form and pacing in class. To be better prepared for the class, you should:



- learn about proper running form
- take note of things to look for in good running form
- make and bring to class a checklist with which to check the running form of your classmates
- print out and bring to class a copy of the [student running record](#)

You can begin your investigation of proper running style by visiting the following web sites. Start taking notes on what you find out so that you can make up your checklist.

- [Running Form](#)
- [Tips for Improving Your Running](#)
- [Running Mechanics](#)
- [Running Form](#)
- [Perfect Running Form](#)
- [Four Basic Principles of Running](#)
- [Running Drills](#)

- [Kids Running](#)

## *2. Plan the Next Leg of Forrest's Journey*

Forrest has come to Burgaw, NC to start his running journey. He needs help deciding where to go next. Your job is for you and your team to decide on a place to go and convince your classmates to adopt your destination. Follow these steps:



1. Each team member should look on a map to pick out possible destinations.
2. Fill out a [WebQuest Worksheet](#) to describe your chosen destination.
3. Decide with your team which of those possibilities that your team wants to defend before the class.
4. Create a short PowerPoint presentation as a visual aid to help convince your class to go to your destination.
5. Present your choice to the class.

Here are some resources to help you complete this task:

Using Maps:

- [Using a Map Scale of Miles](#)
- [Map and Compass Reading](#)
- [Maps from mapquest.com](#)
- [Outline Maps](#)
- [Maps by State](#)
- [National Geographic Map Machine](#)
- [U.S. Census Maps](#)

To find facts about the United States:

- [Cool Places to Go in North Carolina](#)
- [North Carolina Historic Sites](#)
- [Netstate](#)
- [Geography for Kids](#)
- [Fact Monster](#)
- [Atlas by State](#)
- [State Facts](#)
- To find the home page for any state in the United States, type into the address bar of your browser: <http://www.state.xx.us>, replacing the xx with the [two-letter state abbreviation](#) for the state you want. For example: <http://www.state.tn.us> will take you to...?

To help you with your PowerPoint presentation:

- [PowerPoint in the Classroom](#)
- [Technology for Teachers](#)
- [PowerPoint Tutorial](#)
- [PowerPoint Tutorial](#)
- [Step by Step PowerPoint Tutorial](#)

[Rubric for judging your PowerPoint presentation.](#)

[Top](#)

### *3. Learn to Use Your Pulse Rate to Find Your Exercise Intensity*



It is important not to exercise too hard, or you will tire too soon and not be able to run as far as you want to. But if you don't exercise hard enough you will not improve your fitness, which means you also won't be able to run as far as you want to. Learning how to take your pulse and how to use that knowledge to exercise at the right pace is the focus of the next task. Use the following links to help you. Be sure you understand the terms:

- Pulse
  - Maximum Heart Rate
  - Training Heart Rate
  - Target Heart Rate Zone, **and**
  - Be able to *locate two places on your body* that you can find your pulse.
- 
- [Taking a Pulse](#)
  - [Training Heart Rate Calculator](#)
  - [Target Heart Rate Calculator](#)
  - [Check Your Heart Rate](#)
  - [Exercise & Health](#)
  - [Heart Rate Training Zone Chart](#)
  - [Your Pulse and Target Heart Rate](#)
  - [Target Heart Rate Calculator](#)
  - [F.I.T. Formula](#)

## Evaluation

Use the following table to check your performance on the Forrest Gump WebQuest.

Area	Questions	Score
Fitness	<ul style="list-style-type: none"> <li>• Are you able to run more laps per minute than you did when you started the program?</li> <li>• Can you run farther without stopping to walk or rest than you did when you started?</li> <li>• Can you take your pulse?</li> <li>• Do you know your target heart rate zone?</li> <li>• Did your Running Form Checklist adequately assess your running form?</li> </ul>	40



Geography Skills	<ul style="list-style-type: none"> <li>• Were you able to use a scale of miles to determine distance on a map?</li> <li>• Did you demonstrate your knowledge of different cities, states, and historical sites?</li> <li>• Were you able to determine the compass direction you were travelling?</li> </ul>	30
PowerPoint Presentations	<ul style="list-style-type: none"> <li>• Were you able to convince your classmates to choose your destination?</li> <li>• Did you present at least three reasons to select your destination?</li> <li>• Did you use your PowerPoint presentation effectively to support your argument?</li> <li>• Were you able to create a well-designed PowerPoint presentation?</li> </ul>	30

[Top](#)

## Conclusion

Congratulations. You have completed the Forrest Gump WebQuest. You have used what you have learned about running and about geography to give Forrest Gump another successful tour of the country. In the process you have learned new facts about this great country and have communicated these facts to your classmates. Whew! What a job!

[Introduction](#)
[Task](#)
[Process](#)
[Evaluation](#)
[Conclusion](#)
[Teacher Notes](#)

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Developed by [Harry R. Marriner](#), University of North Carolina-Wilmington, MIT512

Last updated: October 28, 2002

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*The views and opinions expressed in this page are strictly those of the page author. The contents of this page have not been reviewed nor approved by the University of North Carolina at Wilmington.*

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## Teacher Notes for Forrest Gump WebQuest

This unit is an interdisciplinary lesson combining physical education, geography, history, and math for fourth and fifth graders. The unit will extend over two nine-week grading periods. The unit relies on cooperation between classroom teachers and Phys. Ed. Specialists to encourage running for fitness and an interest in geography. Students will participate in a running program in which they will try to accumulate mileage individually and as a class. The mileage will be plotted on a map as students try to help Forrest run across the country, as they learn about cities, states, historical areas, national parks, etc., that Forrest runs through. Rubrics for evaluating the fitness component and PowerPoint presentations are available by clicking on the links below:

[PowerPoint](#)

[Fitness](#)

### Goals and Objectives

The goals of this unit are to increase personal physical fitness, to increase knowledge of geography and history of the United States, and to apply basic math skills to real world situations.

#### *Objectives:*

1. Students will increase their physical fitness by participating in regular walking and running activities.
2. Students will develop a habit of running to improve fitness, health, and weight management.
3. Students will measure pulse rate as an indication of exercise intensity.
4. Students will increase their knowledge of geography by investigating the geography of the areas Forrest runs through.
5. Students will increase their knowledge of history by investigating important historical sites or events associated with the areas Forrest runs through.
6. Students will demonstrate math skills by figuring mileages and mileage differences between areas Forrest runs through.
7. Students will demonstrate map skills by computing mileages using a scale of miles.
8. Students will use the Internet to research historical and geographical facts.
9. Students will express preferences for geographical regions.

10. Students will demonstrate oral presentation skills by giving PowerPoint presentation.
11. Students will demonstrate PowerPoint design skills by creating PowerPoint presentation.

### **Keeping the Running Record**

The success of this unit will depend on the cooperation of the classroom teachers who choose to do this WebQuest. With only two class periods a week of Physical Education, classroom teachers need to augment the fitness program for their students. This program will give classroom teachers a program to follow when they take their children to the playground rather than devote the time to only free play. Similar programs done in the past have shown that most students like the challenge of running for a purpose and will ask the teacher for more opportunities to go out and run.

Our running track is 1/8 of a mile around the four white poles. When you take your children out to run, be sure that they run around all four poles. If they do so give them a marker to carry with which to count their laps. (Stirring sticks are available from the P.E. department). After time is up, have students record their laps on their [Student Running Record](#). Email the number of laps your class ran as a whole, and your class's destination, to [Mr. Marriner](#). On the map outside the gym, the Physical Education Department will move Forrest Gump the number of miles your class ran toward its destination.

### **A Note on Measuring the Pulse**

Students often have trouble counting their pulse while feeling for it manually. One way to help them get the idea of counting the pulse is to use modeling clay and a straw or stirring stick. Just make a wad of modeling clay, stick a stirring stick in the clay, and place the "pulse meter" on the radial artery, just above the base of the thumb. The students can then count the number of times the stick twitches. This visual cue is often more effective than the tactile one in getting children used to counting the heart beats.

### **Geography Component**

The WebQuest Worksheet is to be used as a fact gathering tool by students to help them select a destination where Forrest can run. They should use the information to produce a PowerPoint presentation. The class will decide by vote which of the proposed destinations will be their goal for the week. Everyone in the class will be working toward the same goal. Teachers may have to advise students to arrive at realistic goals.

### **Suggestions for Use of the Forrest Gump WebQuest**

This webquest was designed for use at Malpass Corner Elementary School in Burgaw, NC. Particulars of our situation will need to be adapted for use at

other schools.

Teachers may want to adjust the geography component of this webquest to meet the objectives for their grade level. For instance, Forrest Gump could run from state capital to state capital, or from National Park to National Park, etc., depending on the areas being studied. Likewise, the webquest could focus more on climate and terrain of the areas passed through rather than historical or recreational aspects.

### **Terms of Use**

*This webquest may be used as is or altered by educators to fit their needs provided credit is given to the webquest's original author and the webquest is not represented as the work of another, and so long as it is not used for monetary gain.*

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[Introduction](#)   [Task](#)   [Process](#)   [Evaluation](#)   [Conclusion](#)   [Teacher Notes](#)

### Rubric for Evaluating PowerPoint Presentations for the Forrest Gump WebQuest

	<b>1 Poor</b>	<b>2 Fair</b>	<b>3 Good</b>	<b>4 Outstanding</b>
<b>Content</b>	Facts missing or incomplete.	Some facts correct.	Most facts correct	All facts correct and complete.
<b>Research</b>	Little evidence of research.	Some evidence of research, at least two attractions to site.	Shows evidence of research, at least three attractions to site.	Shows considerable research, with more than three attractions to the site.
<b>Persuasiveness</b>	Group is unprepared, gives weak arguments, and/or is poorly organized.	Group has unsure knowledge about site, gives weak or questionable arguments, and lacks adequate planning.	Group is knowledgeable about site, gives good arguments, and shows adequate planning of the presentation.	Group is very knowledgeable about site, gives good arguments, and shows evidence of organization and planning of the presentation.

<b>PowerPoint</b>	Poor or inconsistent design, crowded slides, and/or poorly ordered slides.	Ineffective design, no extra features, crowded or sparse slides, and/or slides poorly organized	Attractive design, no extra features or improperly used extras, right amount of information per slide, good organization.	Attractive design, proper use of extra features to heighten interest, right amount of information per slide, well organized.
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[Introduction](#)

[Task](#)

[Process](#)

[Evaluation](#)

[Conclusion](#)

[Teacher Notes](#)

[Back to Forrest Gump WebQuest](#)

[Back to Teacher Notes](#)

### **Rubric for Fitness Component**

	<b>1 Poor</b>	<b>2 Fair</b>	<b>3 Good</b>	<b>4 Outstanding</b>
<b>Running Record</b>	Shows no improvement in laps per minute.	Shows 10-25% improvement in laps per minute.	Shows 25-50% improvement in laps per minute, or meets National Fitness Standards.	Shows 50% improvement in laps per minute, or meets Presidential Fitness Standards.
<b>Pulse</b>	Unable to find pulse.	Finds but cannot accurately count pulse.	Finds and accurately counts resting and exercise pulse at one location on body.	Finds and accurately counts resting and exercise pulse at two locations on body.
<b>Target Heart Rate</b>	Cannot identify target heart rate chart.	Identifies a target heart rate chart, but cannot identify proper training zone for age.	Accurately identifies target heart rate for non-specific training.	Accurately identifies proper heart rate zone for weight loss and aerobic fitness.
<b>Running Form</b>	Student scores less than 4/8 on Running Form Checklist.	Student scores 4-5/8 on Running Form Checklist.	Student scores 6-7/8 on Running Form Checklist.	Student scores 8/8 on Running Form Checklist.





## STUDENT RUNNING RECORD

Name:

Class:

[illegible]

**Students: Color in the boxes for the number of laps run.**

## WebQuest Worksheet

[Print Version](#)

*Answer the questions about Forrest Gump's running journey. Then discuss with your class why you think they should choose your site as their next running goal.*

*1. Where is Forrest now?*

City, town, etc. \_\_\_\_\_

What state is it in? \_\_\_\_\_

*2. Where should Forrest run next?*

\_\_\_\_\_

*What state is this site in?*

\_\_\_\_\_

*In what general direction will Forrest have to run to reach this site?*

\_\_\_\_\_

*How far will Forrest (and your class) have to run to reach this destination? (Forrest will be running beside roads and highways, so you can use a road map to figure this out).*

\_\_\_\_\_

*Why do you think this is a good place for Forrest to visit? (For example: climate, historical sites, recreation opportunities).*

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## WebQuest Worksheet

*Answer the questions about Forrest Gump's running journey. Then discuss with your class why you think they should choose your site as their next running goal.*

*1. Where is Forrest now?*

City, town, etc. \_\_\_\_\_

What state is it in? \_\_\_\_\_

*2. Where should Forrest run next?*

\_\_\_\_\_  
*What state is this site in?*

\_\_\_\_\_  
*In what general direction will Forrest have to run to reach this site?*

\_\_\_\_\_  
*How far will Forrest (and your class) have to run to reach this destination? (Forrest will be running beside roads and highways, so you can use a road map to figure this out).*

\_\_\_\_\_  
*Why do you think this is a good place for Forrest to visit? (For example: climate, historical sites, recreation opportunities).*

\_\_\_\_\_

\_\_\_\_\_

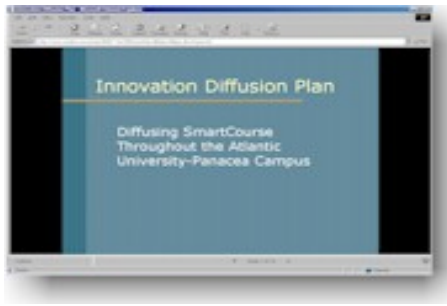
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# Innovation Diffusion Plan

[View Diffusion Presentation](#) | [View Text of Diffusion Plan](#) | [Return to Artifacts](#)  
[page](#) | [View Competency Tables](#)



This product, created for MIT530-Evaluation and Change in Instructional Development, is a PowerPoint presentation of a plan to diffuse the innovation of a technological change throughout a mythical university system. The plan is heavily based on Everett Rogers' research on the diffusions of innovations. It analyzes the potential problems of gaining acceptance of the innovation and addresses them by enlisting the cooperation of potential early adopters in training and new users, and gradually diffusing the innovation further and further in the organization until it becomes widely accepted.

This diffusion plan grew out of a scenario presented by the course instructor. The scenario was based on a real-life situation. It was my job to analyze the situation, identify the problems, and develop a plan to gain acceptance for an organizational change. This was an individual project.

This diffusion plan caused me to look carefully at the intricate interplay of personalities, attitudes, experience and power that make up successful innovation. I find this aspect of Instructional Technology both challenging and exciting. When dealing in modern technology, the Instructional Technologist must be prepared not only to design and develop quality products, but to plan for their acceptance and use as well.

I included this diffusion plan as an example of my understanding of Rogers' principles of successful innovation. I included the PowerPoint to show my ability to create a presentation that succinctly outlines the points of the plan in an attractive format using a knowledge of the design principles for projected media.

Read the [text version](#) to see details and rationale for the plan.

Domain of Utilization		
Competency	Artifacts	Rationale



Apply principles of selection and use of materials and techniques relevant to a multicultural society (e.g., non-print, print, mass media, hardware, software, and other audiovisual strategies).	<a href="#">Diffusion Plan</a>	This artifact demonstrates the principles of selection of print, email, and telecommunications methods to diffuse an innovation.
Apply leadership techniques with individuals and groups (interpersonal skills, group dynamics, team building and diffusion of innovations).	<a href="#">Diffusion Plan</a>	This artifact demonstrates application of leadership and persuasion to reach individuals and groups.
Promote the diffusion and adoption of the instructional development process. (Select strategies appropriate for promoting the diffusion and adoption of the instructional development process in a given setting and state a rationale for the strategies)	<a href="#">Diffusion Plan</a>	This plan promotes diffusion of an instructional change in a university setting and details the rationale behind the plan.

Domain of Management		
Competency	Job Description	Artifacts
Plan and implement organizational change.	<a href="#">Diffusion Plan</a>	This artifact is devoted to applying techniques of change in an organization.

[Return to Artifacts page](#)



# Artifacts



## [Obesity Project](#)

A plan for reducing obesity in children.



## [School Technology Plan](#)

A plan for implementing a technological change into a high school.



## [Worldwide Learning Initiative](#)

An evaluation and change plan for implementing global learning in a university.



## [Project Management Plan](#)

A project management plan for the production and implementation of an instructional video project.

Artifacts Page [Previous<<](#) [1](#) [2](#) [3](#) [Next>>](#)



# A Plan for Reducing Obesity in North Carolina Elementary School Children

[View Obesity Project](#) | [Return to Artifacts page](#) | [View Competency Tables](#)



This product was created for MIT510-Design and Development of Instructional Technology. It is an evaluation of an instructional problem and the determination of a solution from alternatives. In this project I was guided by the CIPP evaluation model to identify the context of the problem, nature of the inputs, the processes involved, and the products of produced by the instruction. This project depended heavily on an examination of the organizations and systems that affected the solution of the problem.

This project was inspired by a real world problem in my field as a Physical Education specialist in a North Carolina public elementary school. The state Board of Education has recently passed the Healthy Active Child initiative, which will require all North Carolina elementary school children to have 150 minutes of Physical Education classes and/or active physical exertion by the year 2006. Currently, children in Pender County, NC, where I teach, have no more than 90 minutes a week of such activity. The state Board of Education provided two suggested methods of meeting this need. I analyzed both methods and proposed a third that I thought would better meet the needs and constraints of the school system.

I was informed via the state Board of Education Web site of the requirements of the new initiative and the proposed solutions. I was able to call on fellow Physical Education specialists for information on the situations at their schools, including numbers of students and amount of time students spend in Physical Education classes. These resources helped me analyze the current situation.

At present, there has been no discussion of implementing the Healthy Active Child initiative in the Pender County school system. As with most innovations in the public schools, administrators are probably hoping that it will go away before spending time on approaching the problem. Because of the public schools' track record on environmental change, it is not unlikely that the administrators are correctly reading the handwriting on the ivy covered walls. If and when the Healthy Active Child initiative is implemented, it will be up to each school or school system to determine how to best achieve the aims of the initiative. At this point I will be prepared to present my analysis as presented in this artifact for consideration of the administration. I believe that my approach will not only be recognized as the best, but also the most cost-effective in terms of money and teacher time.

Although most projects done in this course are team projects, I did this one on my own because of my particular interest in the subject. I called on my expertise as a Physical Education professional and my knowledge of the elementary school environment and its constraints on teachers, students, and the

system itself, as well as surveys of my colleagues, to reach a solution that is possible to implement with little institutional change.

Reflecting on this artifact, I am pleased with the solution I proposed for increasing the physical activity of children. This is a problem I have been concerned with for some time, and the trend has been to shorten Physical Education time rather than to lengthen it. I appreciate the opportunity this course afforded to learn a systematic approach to analyzing organizational problems and found its application in this instance enabled me to develop a plan that is logical, realizable, and defensible.

Domain of Instructional Design		
Competency	Artifacts	Rationale
Analyze performance problems and determine appropriateness of instructional solutions to the problem.	<a href="#">Obesity Project</a> Front End Analysis	The artifact analyzes performance problems and generates a problem statement.
Plan and conduct needs assessment	<a href="#">Obesity Project</a> Front End Analysis	The artifact demonstrates a needs assessment.
Assess learner/Trainee characteristics	<a href="#">Obesity Project</a> Front End Analysis	The artifact assesses learner characteristics.
Analyze characteristics of setting (learning environment)	<a href="#">Obesity Project</a> Front End Analysis	The artifact contains an analysis of the learning environment.

Determine instructional resources (media/computer technology) appropriate to instructional activities.	<a href="#">Obesity Project</a> Design and Implementation Plans	The artifact includes evaluation of available and projected resources.
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Domain of Instructional Development		
Competency	Artifacts	Rationale
Develop curriculum and apply instructional technology to the curriculum at the systems level, the macro level, and the micro level.	<a href="#">Obesity Project</a> Implementation plan	This artifact plans for changes at the macro and systems levels.

Domain of Utilization		
Competency	Artifacts	Rationale
Apply principles of selection and use of materials and techniques relevant to a multicultural society (e.g., non-print, print, mass media, hardware, software, and other audiovisual strategies).	<a href="#">Obesity Project</a> Project proposal	The change plan addresses the existing culture of the system to properly implement the change.

Domain of Management		
Competency	Artifacts	Rationale
Organize the instructional project or service unit to operate effectively and efficiently.	<a href="#">Obesity Project</a> Implementation plan	This artifact uses an analysis of the current situation to implement the least disruptive change.
Plan and implement organizational change.	<a href="#">Obesity Project</a> Project proposal	This artifact demonstrates a planned change in an organization.

Domain of Evaluation		



Competency	Artifacts	Rationale
Plan and conduct needs assessment.	<a href="#">Obesity Project</a> Front end analysis	This artifact is based on an assessment of student needs.

[Return to Artifacts page](#)



# Communications for the New Century

[View Technology Plan](#) | [Return to Artifacts page](#) | [View Competency Tables](#)



This product, created for MIT 522-Organization and Management of Instructional Technology, is a comprehensive plan to analyze and solve a problem in technology use in a high school environment, and to construct an implementation plan for infusing the change into the system. The plan was based on the Unfreeze, Change, Refreeze model.

This project required identification of the problem, which was derived from stated desires of school faculty; an analysis of the identified problem from perspectives of budget, organizational resistance, present organizational structure; facility and technology contexts; and a needs analysis to determine if the problem could be feasibly solved in the context of a public school. It followed a plan of technological change in the school environment from the beginning identification of the problem, through budgeting for equipment and personnel, planning for staff development, developing a time-sequenced plan of phase by phase implementation, and constructing a diffusion plan.

The change plan we developed was an original plan to address a need as expressed by English and Journalism teachers. Our plan gave a structure to their desires for opening up new means of teaching writing and communication skills using student Web pages. Our plan was presented to the school's principal for consideration, but as yet no action has been taken on the proposal.

This artifact was produced in collaboration with two other class members. One is a teacher in the high school in which the technological change is proposed, the other is a non-teacher with extensive organizational experience in the business world. My main role on the team was as the writer. I took the results of research information from surveys and interviews and group analysis of the problem and solutions, and synthesized the quantitative and qualitative data into a coherent product. My subsidiary role was to research standards, policies and guidelines applicable to the project.

Looking back on this module, I realize that I learned more from the experience of producing this change plan than I realized at the time I produced it. It was a valuable experience in working with a team to produce a unified plan from input coming from different perspectives. It also enlightened me to the many aspects of producing change in an organization and the demands on an Instructional Technologist to be competent in all domains, since this project required design, evaluation, and management knowledge.

Domain of Instructional Design		
Competency	Job Description	Artifacts
Analyze performance problems and determine appropriateness of instructional solutions to the problem.	<a href="#">School technology plan</a> Front end analysis	This artifact demonstrates problem analysis.
Plan and conduct needs assessment	<a href="#">School technology plan</a>	This artifact includes a complete needs analysis.
Assess learner/Trainee characteristics	<a href="#">School technology plan</a> Learner analysis survey	This artifacts describes the learner analysis conducted, including surveys and interviews.
Analyze characteristics of setting (learning environment)	<a href="#">School technology plan</a>	This artifact covers a complete analysis of the setting in which the change will take place.
Determine instructional resources (media/computer technology) appropriate to instructional activities.	<a href="#">School technology plan</a> Front end analysis	The artifact demonstrates a thorough resource analysis, both present and desired.
Select appropriate applied information technologies to achieve instructional objectives.	<a href="#">School technology plan</a> Front end analysis	This artifact describes the application of hardware and software technologies to solve the identified problem.

Domain of Instructional Development		
Competency	Artifacts	Rationale

Demonstrate knowledge of computer utilization practices and the ability to apply them in instructional settings including: computer literacy, software selection and evaluation, instructional management, hypermedia development and distance learning.	<a href="#">School technology plan</a>	This technology plan applies hardware and software solutions in providing new programs to increase computer literacy and overall literacy.
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Domain of Utilization		
Competency	Job Description	Artifacts
Apply principles of selection and use of materials and techniques relevant to a multicultural society (e.g., non-print, print, mass media, hardware, software, and other audiovisual strategies).	<a href="#">School technology plan</a> Change plan	This change plan uses Web-based technology, student Web-pages, to augment learning.
Apply leadership techniques with individuals and groups (interpersonal skills, group dynamics, team building and diffusion of innovations).	<a href="#">School technology plan</a>	A team planning approach is employed in this plan.
Promote the diffusion and adoption of the instructional development process. (Select strategies appropriate for promoting the diffusion and adoption of the instructional development process in a given setting and state a rationale for the strategies)	<a href="#">School technology plan</a> <a href="#">Staff Development Plan</a> [.doc]	The artifact includes a staff development plan for gradually diffusing the change plan.

Demonstrate a knowledge of the laws and regulations which govern the selection and utilization of media/emerging technology, including copyright, censorship, State Board Regulations, Local Board Policies, etc.	<a href="#">School technology plan</a> Applicable policies	An understanding of and consideration for ADA compliance, Fair Use Laws, and Acceptable Use Guidelines is exhibited in this artifact.
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Domain of Management		
Competency	Artifacts	Rationale
Organize the instructional project or service unit to operate effectively and efficiently.	<a href="#">School technology plan</a>	The artifact analyzes and addresses all aspects of the change plan to ensure successful implementation.
Manage personnel and facilities.	<a href="#">School technology plan</a>	The artifact demonstrates management and facilities planning.
Plan and implement organizational change.	<a href="#">School technology plan</a>	This artifact is devoted to planning and implementing change.

Domain of Evaluation		
Competency	Artifacts	Rationale
Plan and conduct needs assessment.	<a href="#">School technology plan</a>	Needs analysis is included in this plan.

[Return to Artifacts page](#)



# Worldwide Learning Initiative

[View Worldwide Learning Initiative Project](#) | [Return to Artifacts page](#) | [View Competency Tables](#)



This product, created for MIT 530-Evaluation and Change in Instructional Development, is a Training Needs Assessment that comprises an evaluation of the perceived needs for, feasibility of, and recommendations for a proposed change to include more international learning experiences in the university environment. The plan follows Allison Rossett's purpose-based Training Needs Assessment model (Rossett, 1987).

The idea for this Training Needs Analysis came from faculty members of the Watson School of Education at the University of North Carolina at Wilmington. There seemed to be a generalized belief that students and faculty alike desired more international learning experiences and that students needed more practice in cross-cultural learning to prepare themselves to live in and teach in a global society. Our team took on the project of analyzing this perceived need to see if the facts actually backed up the generalized feeling of the education school members, and if so, to recommend ways that would be best utilized to close the gap between the current and ideal situations. We were fortunate that the faculty of the Watson School of Education made themselves readily available for interview on this subject, as well as making their classes available for administration of the student surveys during class time. Data analysis took place in the computer labs in the education building using the supplied SPSS software.

This product was intended to inform the Watson School of Education faculty of the accuracy and pervasiveness of the perceived desire to increase worldwide learning. It was approached with the professionalism that would be expected for such a project, since we thoroughly believed our analysis would be useful to and used by the university. Findings were presented to the faculty members who participated in the interviews and surveys. Our survey recommended further analysis beyond the scope of our survey, since we did not delve into the economics or technological feasibility of the initiative. Our assessment was one of the factors leading to international student exchange agreements between UNCW and foreign universities.

This product was a collaboration of a three-person team. All team members participated in the interviews, data collection and analysis (including designing and administering surveys), and the writing of the final product. I specifically contributed by interviewing faculty members, developing student and faculty questionnaires, analyzing data, and writing portions of the report.

From this process, I learned the importance of testing perceptions with data, both quantitative

and qualitative. Our research confirmed the perceived need of students and faculty for more international learning experiences, but also revealed a disparity between the supposed methods students would prefer to achieve these experiences and what had been anticipated. Had an initiative like this proceeded without a complete Training Needs Analysis, the resultant implementation could have failed not because of a lack of interest, but because of a misapplication of the tools used to achieve it.

Domain of Instructional Design		
Competency	Artifacts	Rationale
Plan and conduct needs assessment	<a href="#">Training needs assessment</a> [.doc]	The artifact demonstrates understanding the Training Needs Assessment process.
Assess learner/Trainee characteristics	<a href="#">Training needs assessment</a> [.doc]	The needs assessment in this artifact assesses all stakeholders.
Analyze characteristics of setting (learning environment)	<a href="#">Training needs assessment</a> [.doc]	Extant data, surveys and interviews were use to analyze the learning environment.
Conduct analysis of jobs/tasks and content.	<a href="#">Training needs assessment</a> [.doc]	Data analysis is included in this artifact.

Domain of Evaluation		
Competency	Artifacts	Rationale
Plan and conduct needs assessment.	<a href="#">Training needs assessment</a> [.doc]	This artifact is a complete need assessment.
Plan and conduct evaluation of instruction/training.	<a href="#">Training needs assessment</a> [.doc]	This artifact evaluates and makes recommendations about the Worldwide Learning initiative.



[Return to Artifacts page](#)



# Project Management of an Instructional Video Project

[View Project Management Project](#) | [Return to Artifacts page](#) | [View Competency Tables](#)



This product, created for MIT520-Managing Instructional Development, is an example of the management process in developing an instructional video on classroom management for beginning teachers. It requires the management of personnel, financial and material resources, and budgets, as well as requiring the ability to plan for sequenced multimedia instruction. The project management was modeled after Michael Greer's *ID Project Management* text (Greer, 1992). The instructional design model was Mayer's SOI model (Mayer, 1999),

designed for achieving constructivist learning in traditional classroom environments.

The topic of this project was selected because it involved working with varied video production professionals and well as professional educators, and within the constraints of a public school system with its limited finances and time. I thought this would be a suitably complex project to apply all facets of the project management process. Completion of the project required study of project management and using the Microsoft Project 2000 application software.

This product was used to practice the methods of planning an extensive Instructional Design and Development project. The video was never actually produced, nor was it ever intended to be. This product required the student to follow all the steps of carrying out an instructional design as would be developed in an earlier stage of the design and development process. Through this process, I experienced budgeting problems, time management problems, facilities scheduling problems, and staffing problems. The product included here is the final project report. It was accompanied by Gantt and Pert charts produced using Microsoft Project 2000 software.

The goal of this project was for the learner to experience all roles in the project management process, therefore this is an individual project. I was aided in learning Project 2000 by my classmates, who each took responsibility for selected chapters of a tutorial and taught that segment to the class. I also presented two chapters to my classmates.

On completion of this product, I have reinforced my belief that I do not want project management to be my main role in Instructional Technology. I am thankful for the experience of learning project management, since I know it will be applicable at some time in my career as an Instructional Technologist, but my goal is to be more involved in the design and development of instructional products rather than in management.

Domain of Management		
Competency	Artifacts	Rationale
Plan, create, monitor, and facilitate instructional design projects.	<a href="#">Project Management Plan</a>	This artifact covers a complete project management plan from creation to hand-off.
Manage personnel and facilities.	<a href="#">Project Management Plan</a>	The project plan includes scheduling work and facilities.
Design instructional management systems.	<a href="#">Project Management Plan</a>	This project plan includes measures for implementing, budgeting and managing resources.

[Return to Artifacts page](#)



# Artifacts



## [HTML PowerPoint Lesson](#)

A lesson in understanding HTML code presented in PowerPoint.



## [Troubled Waters Lesson Plans](#)

Water conservation lesson plans designed on a constructivist model.



## [Make a Hit With Math](#)

An Authorware lesson using baseball statistics to teach math.



## [Graphics Project](#)

Combining numerous small photos into a single panoramic photo using Adobe Photoshop.

Artifacts Page [Previous](#) << [1](#) [2](#) [3](#)



# Instructional PowerPoint

[View PowerPoint Tutorial](#) | [Return to Artifacts page](#) | [View Competency Tables](#)



This product, created for MIT 511-Multimedia Design and Development, is an instructional multimedia project constructed in Microsoft PowerPoint. It is designed to incorporate hypertext navigation and motivational techniques in a widely available format. The lesson relies on Keller's ARCS motivational model to include attention sustaining devices, point out the relevance to the learner, and to inspire confidence by moving in small, easy-to-follow steps.

This product was created using my knowledge of HTML coding, which I learned on my own before entering the Instructional Technology program at UNCW. I did not have to learn it as part of this project. The choice of PowerPoint as the delivery system was chosen by the professor so that we could focus our attention on the instructional strategies and multimedia format without the distraction of learning a new authoring program at the same time. The graphics included in the lesson are a combination of images packaged with the PowerPoint application and public domain images found on the Web. Audio clips also were found in both places and incorporated into the lesson.

The lesson is intended to help novice Web page designers understand enough HTML code to be able to analyze problems in their Web pages. Web page design tools often do things to Web pages that the user cannot figure out how to fix without looking at the code. This lesson attempted to enable them to do that without having to learn complete coding techniques or take extensive tutorials on HTML.

I produced this PowerPoint on my own, learning many new PowerPoint techniques in the process.

Looking back on this module, I am pleased with the visual design of the lesson and I believe I succeeded in making the lesson one that would motivate the learner to proceed to the end and to use the content learned in the lesson. Although there are more powerful instructional design tools, this lesson showed me that it is possible to make well designed interactive lessons on an application that is available on all computers used in public schools. That makes PowerPoint a potential learning tool for classroom teachers as well as a presentation tool.

Domain of Instructional Development		
Competency	Artifacts	Rationale
Develop projected and non-projected graphic instructional materials.	<a href="#">PowerPoint tutorial</a>	Graphics were created using screen shots of HTML pages to enhance understanding.
Demonstrate knowledge of computer utilization practices and the ability to apply them in instructional settings including: computer literacy, software selection and evaluation, instructional management, hypermedia development and distance learning.	<a href="#">PowerPoint tutorial</a>	This artifact uses hypermedia navigation and includes video and sound.
Design and produce computer-based instruction, including drill-and-practice and tutorial programs.	<a href="#">PowerPoint tutorial</a>	This artifact is a computer-based tutorial.
Design and produce interactive multimedia systems.	<a href="#">PowerPoint tutorial</a>	This artifact is interactive.
Develop curriculum and apply instructional technology to the curriculum at the systems level, the macro level, and the micro level.	<a href="#">PowerPoint tutorial</a>	This is an application of instructional technology on the micro level.
Demonstrate knowledge and ability to design and produce self-instructional modules, training manuals, instructor's guides, and job aids.	<a href="#">PowerPoint tutorial</a>	This artifact is a self-instructional module developed entirely by me.
Design and produce mediated instruction.	<a href="#">PowerPoint tutorial</a>	This instruction is mediated through embedded quizzes and feedback designed into the lesson.

Domain of Evaluation		
Competency	Artifacts	Rationale
Plan and conduct evaluation of instruction/training.	<a href="#">PowerPoint tutorial</a>	Embedded quizzes help learner test his/her knowledge and readiness to proceed.

[Return to Artifacts page](#)





# Troubled Waters Lesson Plans

[Water Fables](#) | [How Does Your Garden Grow?](#) | [Water Laws](#) | [Where Has All the Water Gone?](#) | [Who Owns Your Water?](#)

[Return to Artifacts page](#) | [View Competency Tables](#)



This product, created for MIT 542-Internship, is a group of lesson plans on water conservation for middle and high school students. The lessons were created to accompany the video documentary *Troubled Waters: The Illusion of Abundance*, produced by the University of North Carolina at Wilmington Office of Special Projects. These lesson plans were created for the educator's resource Web site being built to reinforce in the classroom the concepts covered in the video. These plans were constructed using as a model Roger Schank's Learning by Doing

instructional design theory (Schank, 1999). The plans are designed to create goal-based scenarios in which students can investigate interdisciplinary concerns related to water conservation. They are designed to facilitate learning in a constructivist environment.

These lesson plans were created during the summer of 2003. The lessons were scheduled to be completed in time to launch the Web site at the same time as the video, in the fall of that year. Writers were able to work from home, contacting the video producers by email. The video producers had completed a thorough research of the Internet-based literature pertaining to water scarcity and presented the writers with a list of Web sites to research. Writers also researched on their own to come up with other information. The lessons were prepared to be set into Web format by the wonderfully talented graphic designer, Cathi Phillips, who is the Web designer for this project.

This project was a joint effort to produce a multi-faceted educational experience for middle and high school students. The video combined with the educator's resources are designed to give learners easy access to information on water scarcity by video and online learning. The Web site that contains these lesson plans is available on the University of North Carolina at Wilmington Web site at <http://www.uncw.edu/troubledwaters/>. The educator's resource site is not yet available, but will stand as a ready resource for any students in the world who are interested and doing research in water conservation issues. The lesson plans I wrote will be presented in the design format chosen by the Web designer, over which I will have no control. The content of the lessons however, will be of my creation.

The five lesson plans included here were created entirely by me. I worked with a team of other writers, each of whom designed their own lessons under the direction of the video' producer and

assistant producer. My role was to research resources, both found on my own and provided by the production team, familiarize myself with the issues involved in water consumption, and write imaginative interdisciplinary lesson plans that will motivate students and teachers to further investigate water issues so that the next generation will be aware of and able to deal with issues of water scarcity.

Working with a team to produce a multimedia project was a rewarding experience. It was challenging in that I had to learn a lot about a topic I previously knew little about. In a short time I needed to be a subject matter expert so that I could teach others the value of water conservation and the dangers of water scarcity. I then had to synthesize the information sufficiently to produce lesson plans that would give the learner an understanding of water problems. This artifact, the collection of five lesson plans, shows my ability to rapidly learn and synthesize information, to sequence instruction, to apply constructivist principles to online learning, and to develop motivational, goal based scenarios.

Domain of Instructional Design		
Competency	Artifacts	Rationale
Specify instructional strategies and sequence the instructional strategies	<a href="#"><u>Troubled Waters Lesson Plans</u></a>	The lesson plans employ goal-based scenarios as a strategy to achieve objectives.

Domain of Instructional Development		
Competency	Artifacts	Rationale
Design and produce computer-based instruction, including drill-and-practice and tutorial programs.	<a href="#"><u>Troubled Waters Lesson Plans</u></a>	Lessons in this artifact are designed for use by classroom teachers using computers.

Develop curriculum and apply instructional technology to the curriculum at the systems level, the macro level, and the micro level.	<a href="#"><i><u>Troubled Waters Lesson Plans</u></i></a>	Original curriculum ideas were developed for this artifact. Instructional technology is applied at the micro level.
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[Return to Artifacts page](#)



# ***Troubled Waters Lesson Plans***

## **Water Fables**

See also:

[How Does Your Garden Grow?](#)

[Water Laws](#)

[Where Has All the Water Gone?](#)

[Who Owns Your Water?](#)

[Return to Troubled Waters artifact page](#)

It's in a lot of cases a mindset. People just have their sprinkler systems running, even when it's raining, you don't really need to have that, plants have plenty of water.

--Dr. Courtney Hackney, Professor, UNCW Biological

Sciences

Fables and parables have long been used to point out human foibles and foolishness, and to provide wisdom to the observers of those follies. World water usage provides many cases that could use a little wisdom. In the video *Troubled Waters*, Dr. James Leutze points out, "We take water for granted. We don't give it a second thought unless something drastic happens like a drought. Only then do we realize how crucial water is to our lives,"

The amount of water in the world is finite--we have the same amount of water now that we have always had. But we use it as though we had an endless supply. We stand at the sink brushing our teeth while gallons of water run down the drain unused. We dump pesticides on the ground without realizing that those pesticides will eventually find their way into the water supply, poisoning our water as well as the pests. When the water in the river or lake is low, we suck water from aquifers, draining repositories that have held quality water for thousands of years, and draining them fast. John Morris, Director of the North Carolina Division of Water Resources, approaches a parable when he points out, "We've taken out more water than [the aquifer] can recharge and so it's like having a big bank account and a small income, one day your banker calls and says, 'I'm sorry, son, but you're going to be broke next week.' Now the solution to that is that we have to gradually reduce the amount of water we're withdrawing from those aquifers."

Climatologist Ryan Boyles has pointed out a human foible that hurts us when it comes to water management. "We tend to have a shortsighted view of the availability of water," he says. "Unlike flooding, which comes quickly and goes quickly, drought sneaks up on you very slowly and leaves slowly... People say: 'Oh, we're never going to actually run out of water. We'll get rain eventually'. The problem is eventually may be too long."

Billy Ray Hall, President of the North Carolina Rural Center compares our attitudes toward conservation to another important resource. "Most people thought electricity was plentiful, no problem everything is

fine. Fran came through and knocked down literally thousands of electric service. Electricity is a critical thing. We have to have it... If you get up tomorrow morning and don't use any water, you won't have to be talked to for very long about let's find a way to provide water."

Selfishness is another human trait that is exemplified by our uses of water. Those who live upstream get to the water first. What they do to it, and how much of it they use, affects not just themselves, but also everyone downstream who uses water from the same source. "The people at the top of the mountain, how concerned are they about the quality of water that they release, eventually, to the people [downstream]?" asks Allan Horton, Vice Chairman of the Deep River Coalition. "I would say that they haven't been concerned about it to the degree they need to be, because it's out of their neighborhood...they're just dumping it, downriver. If they had somebody dumping upriver from them, they'd be a little more concerned about it."

The present and future consequences of our water use habits are rife for drawing morals to teach and to live by. A good fable or parable, due to its simplicity, clarity, and reading appeal, is a perfect vehicle for pointing out these morals. In this lesson students will write fables and parables that point out the unwise ways that humans use water, with morals to teach them the error of their ways.

**Grade Level:** Middle School/High School

**Subject areas:** Art, Language Arts, Earth Science, Character Development

**Skill Areas:** Reading, writing, identifying literary styles and devices.

**Vocabulary:** didactic, metaphor, moral, fable, epigram, personification, parable, upstream, downstream, conservation, aquifer, aquifer depletion

**Class Time:** Two class periods

**Materials and equipment:** None

**Procedure:**

1. View the video *Troubled Waters* with the students. Discuss the issues of water scarcity. Include in the discussions both causes (drought, waste, aquifer depletion, pollution, climate) and effects (disease, death, crop loss, water wars, upstream/downstream disputes) of water scarcity. Discuss with students where their water comes from (hydrological cycle, inter-basin transfer, aquifers, natural bodies of water, man-made reservoirs) and where it goes (aquifers, rivers, treatment plants, estuaries). Discuss how different communities in different situations deal with water scarcity (community cooperation, conservation, inter-basin transfer, desalinization, pricing, war). Lead the students to express their feelings about how the world now deals with water and the potential problems if the behavior continues. From this discussion, the students should derive many ideas for morals to write their fables about.

2. Read some fables with students, such as those by [Aesop](#) and [LaFontaine](#), or Eastern fables and parables, such as the [Parable of the Stonecutter](#). Depending on the grade level and amount of time one wants to spend, the teacher may choose to read longer works such as:

Shirley Jackson, *The Lottery*

George Orwell, *Animal Farm*

Paul Coelho, *The Alchemist*

More modern fables of a political or sociological nature may also be explored, for example:

Viktor Frankl's [Fable of Death in Tehran](#)

Elie Viesel's [Fable of the Just Man](#)

Mark Twain's [Fable of the Mirror](#)

Richard Wilbur's [A Fable](#)

3. Discuss the fables with the class, attempting to get the class to induce the elements of a fable:

- a. It can be a short story or a poem.
- b. It usually has animals for characters.
- b. It is *didactic*, attempting to teach a lesson.
- c. It uses *personification* to express abstract ideas in human terms.
- d. It has a *moral* at the end, either stated or implied.

4. Once the students understand the structure and purpose of fables and parables, assign them the task of writing one or more fables or parables to express important lessons that will make people understand the foolishness of wasting water. Present these steps to aid them in planning their fable:

A. From your reading, infer a moral that people should understand about their attitudes toward water.

*Here are some examples for morals that can be inferred from passages about water usage.*

Quote	Possible moral for a fable.
“Unlike flooding, which comes quickly and goes quickly, drought sneaks up on you very slowly and leaves slowly.” –Ryan Boyles	A flood barges in the front door; a drought sneaks up from behind.
“One rain doesn’t necessarily end a drought. It can take months of below-normal precipitation to create a drought, and it often takes more than one good rainfall to catch up.” – ( <a href="http://www.crh.noaa.gov/dvn/ahps/dvn_drought_info.pdf">http://www.crh.noaa.gov/dvn/ahps/dvn_drought_info.pdf</a> )	A single drop of water does not fill a bucket.
“At Columbine High School, we had a tragedy that stunned everyone in the United States, probably in other countries too. But everyday 630 times that many children die needlessly because of poor quality water.” --Paul Simon	Water-borne diseases cause many deaths but few headlines.

*Here are some quotes by famous authors that could be used as morals for water fables:*

“Water is taught by thirst.” -Emily Dickinson:

“When the well is dry, we know the worth of water.” -Benjamin Franklin:

“Thousands have lived without love, not one without water.” W. H. Auden

“Trickling water, if not stopped, will become a mighty river.” -Chinese proverb

“Beside a stream, don’t waste water; even in a forest, don’t waste fire wood.” -Chinese proverb

*The link below will take you to a diagram that in itself may suggest a moral:*

[The Hydro-illogical Cycle](http://www.drought.unl.edu/plan/cycle.htm) (<http://www.drought.unl.edu/plan/cycle.htm>)

B. Plan what characters they think will best tell their fable.

C. Plan a setting for the story, the complication (conflict), and the resolution.

D. Write the story, putting the moral at the end.

**Extensions:**

1. Create illustrations to accompany your water fable, using whatever medium you chose, including computer graphics programs.

2. Read some of Aesop's Fables. Choose one you think might illustrate human's attitude toward water consumption and retell it in that perspective. You may change the moral at the end if you think it will help. The sites below have some examples of rewritten fables:

[Animated Fables \(http://www.umass.edu/aesop/contents.html\)](http://www.umass.edu/aesop/contents.html)

[Rewriting a fable \(http://www.csudh.edu/dearhabermas/rewritea01.htm\)](http://www.csudh.edu/dearhabermas/rewritea01.htm)

**Resources:**

[Glossary of Literary Terms](#)

Related Lesson Plans on the Web:

[Ask Eric \(http://askeric.org/cgi-bin/printlessons.cgi/Virtual/Lessons/Interdisciplinary/INT0020.html\)](http://askeric.org/cgi-bin/printlessons.cgi/Virtual/Lessons/Interdisciplinary/INT0020.html)

[New York Times](#)

[\(http://www.nytimes.com/learning/teachers/lessons/19981002friday.html?searchpv=learning\\_lessons#ic\)](http://www.nytimes.com/learning/teachers/lessons/19981002friday.html?searchpv=learning_lessons#ic)



# ***Troubled Waters* Lesson Plans**

## **How Does Your (Water Wise) Garden Grow?**

See also:

[Water Fables](#)

[Water Laws](#)

[Where Has All the Water Gone?](#)

[Who Owns Your Water?](#)

[Return to Troubled Waters artifact page](#)

Half of the water used outdoors around the home is for watering lawns. Water-saving landscapes, or xeriscapes, offer an alternative to traditional water-intensive yard design.

**Grade Level:** High School

**Class Time:** Senior Project or class project

**Curriculum Areas:** Earth Science, Life Sciences (Botany), Art, Industrial Arts

**Skill Areas:** Design, plant identification.

### **Goals and Objectives**

- Students will understand the reasons for changing landscaping techniques to save water.
- Students will understand the seven principles of xeriscapes.
- Students will understand the design elements pertinent to landscape design.
- Students will produce a model terrain designed to save water while making an attractive landscape.

### **Procedures**

Teachers may determine whether to use this activity for a class project or a major project for individual students. If used as a class project, divide students into teams and assign each team an area of research. Students will then share their areas of expertise with the rest of the class.

Assign each student a plant to research for its applicability to a xeriscape in your locale. All the reports will be shared with the whole class.

Have each team come up with their proposed design and present it to the class as though they

were bidding for a landscape project. Plants to be used, costs, time investment, and efficacy of design should be covered. The class will then adopt one of the designs, or a modified design, and build the xeriscape as a group.

## **Activities**

1. Watch the video *Troubled Waters*.
2. Research water conservation issues related to home outdoor water use.
3. Research water saving landscaping techniques.
4. Research lawn and garden design for visual appeal.
5. Write a paper about your research. Relate the rationale for the importance of saving water in landscaping and yard care. Include the elements of water saving landscaping, the reasons for water saving landscaping, and the advantages/disadvantages of such landscaping. Also include design elements that make an attractive outdoor space.
6. Project: Find a space on the school grounds that the administration will allow you to use for a school beautification project. Design and plant a water-saving garden combining the elements of landscape design and the principles of xeriscape design. As much as possible, use native plants.
7. Portfolio: Include pictures of your project at each stage of development, including design sketches used and revised. Show evidence of water savings in the design of your xeriscape.
8. Presentation: Give a tour of your xeriscape to students, teachers and administrators. Your school board members and members of local water conservation groups may also be invited. Maintain your landscape as a model for the public in water-saving land use.

## **Resources:**

Local agricultural extension service

Local nurseries

[Xeriscape](#)

[Seven Principles of Xeriscape](#)

[Xeriscape NC](#)

## **Extensions:**

1. Research lawn and garden fertilization and pest control. Create a landscape that does not use

harmful chemicals or uses techniques to prevent fertilizer and pesticide run-offs into rivers and streams.

# ***Troubled Waters* Lesson Plans**

## **Water Laws**

See also:

[Water Fables](#)

[How Does Your Garden Grow?](#)

[Where Has All the Water Gone?](#)

[Who Owns Your Water?](#)

[Return to Troubled Waters artifact page](#)

Water laws affect local, national and international relations. In this activity students research some of the important disputes over access to water that are affected by the applicable water laws, or in some cases, the lack thereof. They then will participate in creating new water laws for a fictional planet.

**Grade Level:** High School

**Class Time:** Two Class periods

**Subject areas:** Earth Science, Language Arts, History, Legal and Political Systems.

**Skill areas:** Research, teamwork, oral argument.

**Vocabulary:** Riparian, prior appropriation, water shed, river basin, ground water, aquifer, aquifer depletion, constituents

### **Goals and Objectives**

- Understand the impact downstream of activities upstream.
- Understand the history of water laws in the United States and the world.
- Understand the two types of water laws, riparian and prior appropriation.
- Understand the workings of a two party political system.
- Demonstrate ability to participate in a logical argument based on knowledge of water issues.

### **Procedures**

View the video *Troubled Waters* with students, or introduce them to the problems of water scarcity through the resources below.

Present the students with the scenario below. Assign students to two equal groups, the Downstream Party and the Upstream Party. You may select someone to preside over the legislature or let the parties nominate members and elect a president. Give students time to research upstream/downstream issues on the Internet.

Have students convene the legislature of Nerosophia. (You may have students choose any name they want for the planet). The Downstreamers should be on one side of the room, the Upstreamers on the other. Legislators should rise to speak, and should only speak when recognized by the president. This is not a general discussion, but a debate wherein each speaker has a right to uninterrupted presentation of his message. You may decide on an appropriate time limit. Watching the U.S. Congress on C-Span would be a good warm-up to this experience.

Students should thoroughly debate the issue. If the bill does not pass, amendments can be offered by either party or by a bi-partisan group. Stress accurate wording of amendments so that there will be no ambiguity. Help students understand that laws must be written with precise language. Make them think about their choice of words.

Continue until a bill has been presented that is passed by a two-thirds majority. This will give students an incentive to build consensus on a water management plan that will benefit the most people.

## **Activities**

### **Scenario:**

In the latter years of the 21st century, the Earth has been ravaged by prolonged Water Wars. Increases in population and demand for water, along with wasteful habits, have created such a shortage that the only way to ensure an adequate supply is to seize it militarily. Water has been hoarded by the strong and diverted to their uses so that many thousands have died, economies have shrunk to nothing, and whole countries have become barren. In the year 2107, with the Earth wracked by the Water Wars of the previous century, a party has been sent to colonize a new planet. This planet is remarkably like the earth. It has beautiful mountains, oceans, lakes, rivers and streams. The landscape ranges from lush forests to coastal plains to beaches, but also to areas of aridity, dry plains and deserts. The colonists have been sent to be the first residents of this new planet, and to be its first legislators.

As members of the colonizing party, you have been living on the new planet for three years. You have developed a constitution based on that of the United States of America and meet regularly to develop the laws for the new planet, Nerosophia. Bound to prevent the water tragedies experienced on Earth, you have met to discuss a bill before the legislature that would set important precedents for the management of water resources on your new planet. There are two political parties, the Upstream Party, whose members live in higher elevations and near water

sources; and the Downstream Party, whose members live nearer the oceans and low lying areas.

The bill before the legislature is this:

*Whereas the present citizens of Nerosophia, having taken the brave step of leaving Earth to colonize a new world, and having the responsibility to prepare the way for later Earth colonists, as well as generations of Nerosophians to come; and*

*Whereas the waters of our new planet must be managed for the biological, recreational, and economic needs of the citizens; and*

*Whereas those best fitted to manage the water are those nearest the source; and*

*Whereas great wealth shall come to those who control the water; therefore,*

*Be it resolved that the waters of Nerosophia shall by law be owned by those who make first claim to it, as being on their legally owned property; and those same claimants shall own any water on lands they may procure in the future; and those claimants shall have sole right and obligation to decide the proper usage, diversion, or consumption of such water.*

As members of the Legislature, you must be prepared to argue for or against this bill. You will be assigned to be either a Downstreamer or an Upstreamer. You must defend the interests of your constituents. You should research some of the resources below, or those you find on your own, so that you will have knowledge of the issues. You should be able to back up your arguments with facts and historical precedents applying to this problem. You may propose amendments to the bill, or propose rewording of the bill.

After debate on the bill, a vote will be taken. By Nerosophian law, any bill must pass by a two-thirds majority. It is important to get a bill passed to prevent water disputes, lest the mistakes of the past be repeated.

### ***Resources***

[Bringing upstreamers and downstreamers together](#)

[Klamath Water Rights](#)

[India-Pakistan Dispute](#)

[U.S. v. Mexico](#)

[Farmers v. Environmentalists](#)

[Instream Flows \(natural flow\)](#)

[International Water Law Project](#)

[Oregon Water Laws](#)

[Washington Water Laws](#)

[NC Water Laws](#)

[NPR Audio](#) U.S.-Mexico (<http://discover.npr.org/features/feature.jhtml?wfId=1141175>)

# ***Troubled Waters Lesson Plans***

## **Where Has All the Water Gone?**

See also:

[Water Fables](#)

[How Does Your Garden Grow?](#)

[Water Laws](#)

[Who Owns Your Water?](#)

[Return to Troubled Waters artifact page](#)

With the growth of urban populations, increases in per capita water usage, and the drought conditions covering most of the United States in 2002, some communities face potential water shortages. In this lesson, students learn to identify how much water is used each day in a community, what activities consume the most water, and how waste and overuse can threaten to leave some users without this essential resource. They also engage in team problem solving to halt a water emergency and plan for long term water management and community education.

**Grade Level:** Middle School

**Subject Areas:** Science, Math, Language Arts

**Skill Areas:** Reading, math computation, mathematical reasoning, problem solving, cooperative behavior.

**Vocabulary:** Water scarcity, water stress (drought), water emergency, flow rate.

**Class Time:** 3 Class Periods

**Goals & Objectives:**

- Students will develop a knowledge of how much water a community uses each day.
- Students will develop a knowledge of what activities use the most water.
- Students will work as a team to produce a plan to deal with an impending drought emergency.
- Students will work as a team to produce a long-term water use plan.
- Students will produce materials to educate the public about how to conserve water.

**Materials needed:**

Access to computers connected to the Internet.

Note: If the class cannot be provided with Internet access, the teacher may copy Web pages from the resources to hand out to students.

**Procedures:**



1. Have students watch the video *Troubled Waters* and listen to the [NPR Audio](http://discover.npr.org/features/feature.jhtml?wfId=1143708) (<http://discover.npr.org/features/feature.jhtml?wfId=1143708>) report about the Georgia drought problems. After a preliminary discussion of the issues of *water scarcity*, divide them into teams. Present students with the scenario in the activities section.
2. Have each member of team select two or three of the Websites to visit to gain information on the topic. Then have students meet to discuss a plan that will save the most water in an emergency.
3. Have students compute how many gallons of water they can save using their water conservation plan.
4. Have students create a public service advertising campaign that will alert the public to the emergency and educate the public on the emergency measures taken. Students may use PowerPoint, audiotape, videotape, TV news simulation, etc. to present their plan.
5. After presenting their plans to the class for discussion, have the teams meet again to make a water management plan that is more fitting for long term prevention of water emergencies.

### **Activities:**

#### **Water Emergency Scenario:**

*The members of your team are the leaders of Altamont, a community of 11,500 people. On another sweltering July day, you have just been informed by your Public Utilities Commissioner that your community will be running out of water in a matter of days at the present rate of use. He says that you can expect to run out if your community uses three million gallons before relief comes in the form of rain. The weather forecast shows no likelihood of rain in the next week.*

*As community leaders, it is your responsibility to come up with ways to conserve water until rains come to refill the community water source. Since you don't know how long this will take, you may need to take drastic measures to meet the community's needs. You will also need to prepare community service announcements for radio and television to inform the public of the plan. Keep in mind that every conservation measure will affect the way members of the community live and work. You have an important task ahead. Waste no time. A list of Web resources follows so that you and your team can gather information with which to make you decisions.*

*After coming up with your emergency plan, do you think your water problems are over? Will the return of the rains be the end of your water conservation plan? After the emergency has past, how will you change your water management plan to prevent further water shortages?*

*You will need to do the following activities:*

- *Meet as a group to discuss your plan.*
- *Research the problems of drought and water usage.*
- *Develop your water-saving plan and determine how many days you will be able to make the current supply of water last.*
- *Alert the public to your water conservation plan with a public service radio/TV campaign.*

- *Develop a long-term plan for using water to prevent further water emergencies.*

## **Resources:**

### *What is a Water Shortage?*

- [Water Scarcity definitions](http://www.thewaterpage.com/drought_water_scarcity.htm) (http://www.thewaterpage.com/drought\_water\_scarcity.htm)
- [Hydro-illogical Cycle](#)
- [Check rain levels for the local areas in the Southeastern U.S.](http://www.dnr.state.sc.us/water/climate/sercc/climateinfo/cumulative_graphs/cumulative_map.htm)  
(http://www.dnr.state.sc.us/water/climate/sercc/climateinfo/cumulative\_graphs/cumulative\_map.htm)
- 

### *Where the Water Goes:*

- [How We Use Water in the U.S.](http://www.epa.gov/water/you/chap1.html) (http://www.epa.gov/water/you/chap1.html)
- [Water Science for Schools](http://ga.water.usgs.gov/edu/index.html) (http://ga.water.usgs.gov/edu/index.html)
- [Water saving facts](http://www.harwichwater.com/resources/resources4.html) (http://www.harwichwater.com/resources/resources4.html)
- [Water audit](http://www.co.broward.fl.us/oes/foi00600.htm#audit) (http://www.co.broward.fl.us/oes/foi00600.htm#audit)  
Estimate the amount of water usage for you household.
- [Water use calculator](http://www.tampagov.net/dept_water/conservation_education/Customers/Water_use_calculator.asp)  
(http://www.tampagov.net/dept\_water/conservation\_education/Customers/Water\_use\_calculator.asp)

### *Water Saving Tips*

- [100 Water saving tips](http://www.wateruseitwisely.com/staging/regions/100tips/se_index.html) (http://www.wateruseitwisely.com/staging/regions/100tips/se\_index.html)
- Albuquerque, NM Water saving program  
[Indoors](http://www.cabq.gov/waterconservation/indoor.html) (http://www.cabq.gov/waterconservation/indoor.html)  
[Outdoors](http://www.cabq.gov/waterconservation/outdoor.html) (http://www.cabq.gov/waterconservation/outdoor.html)
- [H2ouse](http://www.h2ouse.net/index.cfm) (http://www.h2ouse.net/index.cfm)  
Water saving tips and estimates of amount of water savings.

# ***Troubled Waters* Lesson Plans**

## **Who Owns Your Water?**

See also:

[Water Fables](#)

[How Does Your Garden Grow?](#)

[Where Has All the Water Gone?](#)

[Water Laws](#)

[Return to Troubled Waters artifact page](#)

With many areas of the world facing potentially severe shortages of water, downstream users of river water sources are increasingly becoming at odds with upstream users who have the advantage of getting the first crack at the water supply. Since rivers and watersheds do not observe national boundaries, possession of the water has put nations in conflict. In this investigation of the problems of upstream/downstream sharing, the student will begin to understand the complex and volatile nature of the thirst for water.

**Grade Level:** Senior Project

**Subject areas:** History, Economics, Law, Earth Science, Ethics.

**Vocabulary:** Privatization, upstream/downstream, water wars, riparian rights, watershed, river basin.

### **The Problem:**

You are happily taking a shower when all of a sudden, your brother flushes the toilet in the other bathroom, blasting you with hot water. You are a victim of being downstream. Or maybe your mother begins to run a load of wash, taking your hot water and icing you down with a stream of nothing but cold. Again, you are downstream, and those upstream get the water. These are common, nuisance instances of two parties not both being able to enjoy a full water supply because one party gets to the water before it can flow to another. But suppose you and your neighbors draw water from a common well, the pipes of which pass your neighbor's house first? What if your neighbors wash their cars, hose off their driveway, take long showers, and leave leaks unrepaired, while you barely have enough water to take a bath? Hard feelings? No doubt. On a larger scale, how would you feel if you lived in a community at the mouth of a river and your water supply was being dammed or used up by a community upriver before it got to you? Make you mad? Most likely. And if you were a country whose water supply was being siphoned off by another, threatening your national economy, health and security, would you go to war over

it? That question sits heavily on the shoulders of nations who have that very problem:

Bangladesh, which depends heavily on rivers that originate in India, is suffering terribly now because India has diverted and dammed so many of its water sources. In Africa, relations between Botswana and Namibia are severely strained by Namibian plans to construct a pipeline to divert water from the shared Okavango River. Ethiopia plans to take more water from the Nile, although Egypt is heavily dependent on those waters for irrigation and power. And as water tables fall steadily in the North China Plain (which yields more than half of China's wheat and nearly a third of its corn) as well as in northwest India's Punjab region, experts are bracing for a highly combustible imbalance between available water supplies and human needs.  
--<http://www.villagevoice.com/issues/0234/otis.php>

Now four of the world's greatest rivers (the Ganges, Yellow River, Nile, and Colorado) routinely dry up before reaching the ocean...  
--<http://www.villagevoice.com/issues/0234/otis.php>

When the former Soviet Union diverted the Ama Dariya and the Syrdariya - the rivers which fed the Aral Sea - to grow cotton in the desert, they created an ecological and human disaster...What was the fourth biggest inland sea is now mostly desert. What appears to be snow on the seabed is really salt. The winds blow this as far as the Himalayas.  
---<http://news.bbc.co.uk/1/hi/world/asia-pacific/678898.stm>

The main conflicts in Africa during the next 25 years could be over that most precious of commodities - water, as countries fight for access to scarce resources.

Potential 'water wars' are likely in areas where rivers and lakes are shared by more than one country, according to a UN Development Programme (UNDP) report.

--<http://news.bbc.co.uk/1/hi/world/africa/454926.stm>

So scarce are the water supplies of the region that some have predicted that it will be water, not oil or land, that triggers the next Middle East war.

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[http://news.bbc.co.uk/1/hi/world/from\\_our\\_own\\_correspondent/596039.stm](http://news.bbc.co.uk/1/hi/world/from_our_own_correspondent/596039.stm)

Blood on the streets was probably the last thing anyone would link to privatization of a water system. But three years ago in a small Bolivian town the perceived water related needs and rights of local citizens collided with the interests of a multinational company and open warfare broke out.

--[Impact Magazine](#), March, 2003, p. 21.

(<http://www.awra.org/impact/0303impact.pdf>)

Water is essential to life. Must we look to a future in which it is worth fighting wars over? Or will there be ways to manage water supplies and mediate disputes to satisfy the world's needs without warfare? Who owns the water and what are their rights? Should water be a public resource or a private one?

### **Activities:**

1. In this project, you will prepare a research paper on the subject of water sharing, particularly the sharing of river waters. You may focus your paper on an area of your choosing, but you will find that this is a complex problem and one area will tend to affect others. The laws regarding water rights differ from country to country, and even in the United States vary over different regions of the country. Cultural and ethical standards are involved, as are historical precedents. Your investigation of this subject will offer you a rich overview of the interrelationships of basic human needs, political systems, legal systems, economic systems, and the realization that water is a substance that binds all human beings together.
2. With your findings, you should develop a product that will be a public way to educate the community about the problems of sharing river waters. Although this is a global problem, you should find a way for your product to emphasize the local nature of the problem as well.

3. You will construct a portfolio of your research. You may include photographs, maps, text, drawings, etc. that illustrate the quality and depth of your research.

4. You will present your research findings to a panel for review. The approach to the presentation is up to you as long as it adequately covers your research and the beliefs or changes the experience has engendered in you.

**Suggested Resources:**

- Video: *Troubled Waters*
- Local environmental organizations
- Local water utility

# ***Make a Hit with Math Authorware Lesson***

[View Authorware Project](#) | [View Screen Shots with Annotations](#) | [Return to Artifacts page](#) | [View Competency Tables](#)



This product, created for MIT 513-Computer Based Instruction, is an instructional multimedia project constructed in Authorware. It was created to practice computer based design principles while learning the popular authoring software. Most of the work was done in class in the presence of classmates, who were very helpful to one another in solving problems in working with this difficult software.

This product required a task analysis of the math lesson, identifying entry level skills and necessary cognitive abilities. Support for the learner was provided in a glossary of terms, a table of mathematical operators, and a times table for reference. A storyboard was created in PowerPoint before beginning the design in Authorware. Graphics were gleaned from the Web and incorporated into the lesson.

This lesson was an experimental undertaking. Although I learned a lot about Authorware, I was not able to complete the project to the level of satisfaction I would require to use this lesson in actual practice. Because I do not see Authorware as the authoring tool of the future, I do not intend to revisit and improve this product. I am instead learning to use Macromedia's Flash software, which I see as a more powerful and user-friendly application. I will, however, be able to make use of the computer based instructional design techniques and considerations that I learned in developing this product.

This was an individual product, but it turned out accidentally to be collaborative in nature because the students in the class were eager to help each other with hints and tips, and shared efforts to solve problems that occurred in others' products. Although not a stated objective of the course, it was a valuable lesson in the advantage of collaboration in improving the level of knowledge of learners.

I believe this product succeeded on several levels even though the final product lacked a truly professional look and feel. I was able to create a level of interactivity to mediate the instruction. I was able to use animation as a form of feedback. I was able to use a motivating paradigm, baseball, to increase the interest of the targeted learners. This was a truly challenging project. Although I feel I would need more time to be involved with the Authorware software to be productive, this project gave me a good resource of knowledge should I be employed in a situation where Authorware is the preferred authoring tool.

Domain of Instructional Design		
Competency	Artifacts	Rationale
Conduct analysis of jobs/tasks and content.	<a href="#">Task analysis</a> [.doc]	This artifact demonstrates an analysis of the tasks in a hierarchal order.
Sequence learner outcome	<a href="#">Storyboard</a> [.ppt]	This storyboard was used in planning to sequence the instruction.
Specify instructional strategies and sequence the instructional strategies	<a href="#">Make a Hit with Math Tutorial</a>	This artifact demonstrates the sequence of instructional strategies through navigation buttons and menus.

Domain of Instructional Development		
Competency	Artifacts	Rationale
Demonstrate knowledge of computer utilization practices and the ability to apply them in instructional settings including: computer literacy, software selection and evaluation, instructional management, hypermedia development and distance learning.	<a href="#">Make a Hit with Math Tutorial</a>	This artifact is an example of hypermedia development.
Design and produce computer-based instruction, including drill-and-practice and tutorial programs.	<a href="#">Make a Hit with Math Tutorial</a>	This artifact is an example of a computer-based tutorial.
Design and produce interactive multimedia systems.	<a href="#">Make a Hit with Math Tutorial</a> Quizzes	This artifact contains interactive math and verbal information quizzes .



Demonstrate knowledge and ability to design and produce self-instructional modules, training manuals, instructor's guides, and job aids.	<a href="#">Make a Hit with Math Tutorial</a>	This module is self-instructional.
Design and produce mediated instruction.	<a href="#">Make a Hit with Math Tutorial</a> Menu Glossary Help	This artifact uses examples of mediated instruction giving help and feedback to learners.

[Return to Artifacts page](#)



# Make a Hit with Math Screen Shots

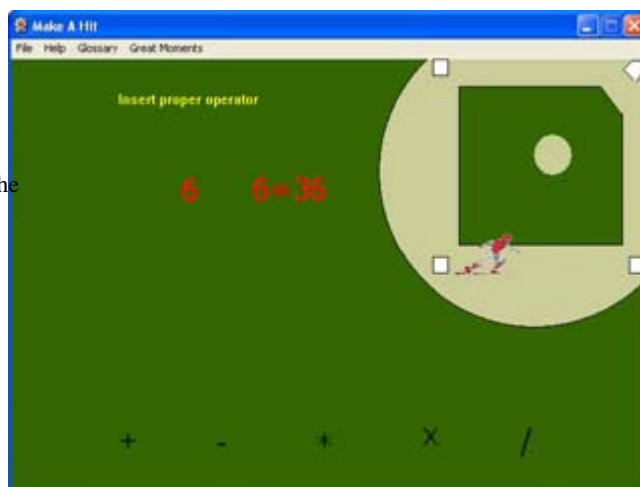
[Return to \*Make a Hit with Math\* artifact](#)

The quiz page on the right tests the user's knowledge of the math operators. The student drags the proper operator into the number sentence. If correct, the student gets positive feedback and the base runner goes on to the next base. If incorrect, the operator snaps back into its original position and the learner is cued as to the purpose of the chosen operator and encouraged to try again.



the right is one of the Great Moments in Baseball Statistics pages that reinforce the applicability of the math lesson to actual baseball use. These pages show how statistics can increase appreciation of the performance of baseball players.

The



quiz on the left is taken after the lesson. The student types the answer into the space provided. Correct answers receive positive feedback, incorrect answers receive hints.

To



# Photoshop graphics project

[View Photoshop Project](#) | [Return to Artifacts page](#) | [View Competency Tables](#)



This product, developed for MIT 511-Multimedia Design and Development, is a graphics project created in Photoshop. This was my first experience with Photoshop.

This product required use of a number of Photoshop's tools. Trying to combine five images into one seamless banner presented numerous problems, which are described in the accompanying artifact. The project idea was well-chosen, however, because I believe that choosing a project

that has personal significance and the prospect of actual applicability enhances the learning experience by increasing concentration on the project and by encouraging one to persevere through problems rather than circumvent them.

This project was an original undertaking from beginning to end. Using a digital camera, I took five pictures of the school where I teach and combined them into a composite panoramic view of the school. I used Photoshop to create the finished photo. The intent was to use the photo for the banner of the Web page I maintain for our school. The photo on the Web page is not exactly like the one seen in this product. As I state in the artifact, I was not happy with the sky in the finished photo. Lacking a lot of time and access to Photoshop at work, I used a cheap trick by applying a poster effect in another photo editing program to disguise the unrealistic look of the sky. The result can be seen at <http://www.geocities.com/nck12pcsmarrinerh/malpass>.

I believe this product was a success because I was able to use it for its intended purpose, albeit with some modification after the fact. I believe what I learned from this experience will prevent me from making the same mistakes in the future. I think selecting such a challenging task on which to learn Photoshop paid off by making me experiment with more tools and by making me solve more problems than I would have had to do with an easier task.

Domain of Instructional Development		
Competency	Artifacts	Rationale

Develop projected and non-projected graphic instructional materials.	<a href="#">Photoshop project</a>	This artifact demonstrates ability to produce original graphics.
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[Return to Artifacts page](#)



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## OBJECTIVE

**Instructional designer**

## EDUCATION

**Master of Science, Instructional Technology**, Dec. 2003.  
University of North Carolina at Wilmington.  
**Bachelor of Arts, Physical Education**, May 1989.  
University of North Carolina at Wilmington.  
**Bachelor of Arts, English**, June 1970.  
University of Maine, Orono.

## EXPERIENCE

**Curriculum Writer Internship**, June-July 2003.

- Developed interdisciplinary lesson activities to accompany *Troubled Waters: The Illusion of Abundance*, a documentary produced by UNCW.
- Researched water scarcity and conservation issues pertinent to the documentary.

The curriculum activities are available on the documentary Web site at:  
<http://www.uncw.edu/troubledwaters/>

**Physical Education Teacher**, 1989-Present.  
Pender County Schools, Burgaw, NC.

- Taught Physical Education to grades PreK-5.
- Mentored student interns and initially certified teachers.
- Designed and maintained school web page.
- Conducted in-service training in computer skills to co-workers.
- Co-founded Malpass Corner Elementary Computer Club, 1998.
- Teacher of the Year, Malpass Corner Elementary School, 1998-99.
- Reading Tutor of the Year, Malpass Corner Elementary School, 1996.

## INSTRUCTIONAL DESIGN & DEVELOPMENT SKILLS

Evidence of these skills is available in my electronic portfolio at:  
<http://student.uncw.edu/hrm7884/WebPortfolio/pfhome.htm>

- **Analyzed performance problems** and determined appropriate instructional solutions using **knowledge of learning theories**.
- **Planned and conducted** needs assessments and evaluations.
- **Integrated** technology into teaching and learning.
- **Designed and produced** computer-based and Web-based instruction.
- **Developed curriculum** and applied instructional technology to the curriculum at all levels.
- **Wrote** numerous reports.
- **Made effective oral presentations** in defense of portfolio and comprehensive exam.

### Proficiency in:

- HTML
- MS FrontPage
- MS Word
- MS Excel
- MS PowerPoint

**Knowledge of:**

- Authorware
- Macromedia Flash
- WebCT
- MS Project2000

**REFERENCES**

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## OBJECTIVE

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- **Wrote** numerous reports.
- **Made effective oral presentations** in defense of portfolio and comprehensive exam.

### Proficiency in:

- HTML
- MS FrontPage
- MS Word
- MS Excel
- MS PowerPoint

**Knowledge of:**

- Authorware
- Macromedia Flash
- WebCT
- MS Project2000

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- [MIT 511 Graphics Project](#)

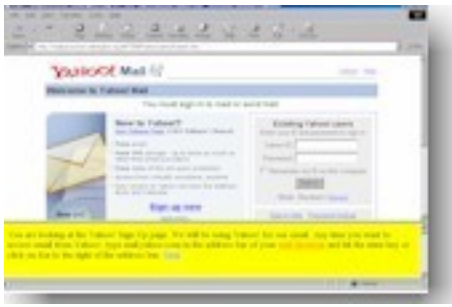
[Résumé](#)

[References](#)

[Bibliography](#)

## Email Self-Instructional Module

[View Email Module](#) | [Return to Artifacts page](#) | [View Competency Tables](#)



This product, created for MIT500-Instructional Design: Theory and Research, is a Web-based, self-instructional module designed to allow novice Internet users to easily obtain and use an Internet email account. I applied Richard Mayer's SOI model of designing instruction for constructivist learning to combine on-screen directions with an actual performance environment (Mayer, 1999). I used the Dick & Carey Instructional Systems Design model to guide the project from front end analysis to summative evaluation (Dick & Carey, 1996).

Development of this project required conducting analyses of the learners, context and tasks, designing a micro level learning module, developing the product, conducting formative evaluation, delivering the product and conducting summative evaluation. The graphics in the introduction and user instructions were found on Web clip art sites. The actual learning module depended on the actual interface of the Yahoo! email Web site. I created a Web page employing two frames, one for instructions and one to hold the Yahoo! Web page. With this method, I could keep the instructions on the screen to guide the learner through the steps of obtaining a Yahoo! email account. This kept the instructions in close proximity to the

performance, as the instructions progressed in sequence with the sign-up process.

This module was developed to be available to teachers in my school via the school Web page. I chose this project to approach a real problem in the school where I teach, where the administration was promoting the use of email to replace paper memos and disruptive intercom announcements. At the same time, many staff members were apprehensive about using the Web and still not comfortable with computers. The module was designed to ease this apprehension by guiding the learner through the process of obtaining an Internet email account using the actual Yahoo! Web page where new email accounts are registered. Thus, when the module was finished, the user would have a personal email account, with no need to transfer the learning to a different setting. Until recent changes in the school Web server the module was available to teacher by a link on the school site, which I design and maintain.

Looking back on this module, I realize that, although I count it a success, basing a learning module on a Web site hosted on a server over which I have no control can produce a short-lived learning object. When I revisited this project about a year after its completion, I found that Yahoo! had coded its home page to not allow it to be placed in frames, which was the basis of the arrangement of my module. The result was that the user could not see the instructions. I remedied this problem when I realized that Yahoo!'s own mail pages used frames, which meant that I could use them too. I rewrote the module to open a frames page a little deeper inside the site, which allowed the module to work

as well as before.

I chose to include this artifact in my portfolio to demonstrate my ability to creatively approach a learning problem, to properly sequence instruction to mediate the learning process, to develop Web-based instruction, and to design and develop a self-instructional module following an accepted ISD model.

Domain of Instructional Design		
Competency	Artifacts	Rationale
Analyze performance problems and determine appropriateness of instructional solutions to the problem.	<a href="#">Product report</a> Needs assessment	Demonstrates ability to conduct a needs assessment including learner and context analysis.
Plan and conduct needs assessment	<a href="#">Product report</a>	This artifact demonstrates ability to conduct a needs assessment.
Assess learner/Trainee characteristics	<a href="#">Learner analysis</a> [.doc]	This artifact is an analysis of learner characteristics.
Analyze characteristics of setting (learning environment)	<a href="#">Context analysis</a>	This artifact is an analysis of the learning context.
Conduct analysis of jobs/tasks and content.	<a href="#">Task analysis</a>	The artifact demonstrates knowledge of conducting a task analysis.
Sequence learner outcome	<a href="#">Goals and objectives</a>	The product shows proficiency in developing instructional objectives.
Specify instructional strategies and sequence the instructional strategies	<a href="#">Product report</a> Selection of Instructional Design model	The artifact demonstrates ability to select an appropriate design model.

Determine instructional resources (media/computer technology) appropriate to instructional activities.	<a href="#">Product report</a> Selection of media	The artifact demonstrates selection of media.
Select appropriate applied information technologies to achieve instructional objectives.	<a href="#">Product report</a>	The selected technologies match the objectives.

Domain of Instructional Development		
Competency	Artifacts	Rationale
Design and produce computer-based instruction, including drill-and-practice and tutorial programs.	<a href="#">Email Project</a>	This artifact demonstrates the design and development of a self-paced Web-based tutorial.
Design and produce interactive multimedia systems.	<a href="#">Email Project</a>	The module requires learner to interact with the Yahoo! Web-site while following on-screen instructions provided by the designer.
Demonstrate knowledge and ability to design and produce self-instructional modules, training manuals, instructor's guides, and job aids.	<a href="#">Email Project</a>	This is an example of a self-instructional module.
Design and produce mediated instruction.	<a href="#">Glossary</a> <a href="#">Instructions window</a>	This learning module uses a pop-up glossary box activated by the learner as needed. It also provides an instructions box which can be advanced at the learner's pace.

Domain of Utilization		
Competency	Artifacts	Rationale



Apply principles of selection and use of materials and techniques relevant to a multicultural society (e.g., non-print, print, mass media, hardware, software, and other audiovisual strategies).	<a href="#">Email Project</a>	Demonstrates choice of Web-based instruction and execution of Web design using HTML.
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Domain of Evaluation		
Competency	Artifact	Rationale
Plan and conduct evaluation of instruction/training.	<a href="#">One-on-one and small group evaluation (p.5) [.doc]</a>  <a href="#">Post Test and Attitude Questionnaire [.pdf]</a>	<p>Demonstrates knowledge of steps in conducting formative evaluation.</p> <p>Demonstrates evaluation at the Reaction and Performance levels of Kirkpatrick's evaluation model.</p>
Plan and conduct product evaluation.	<a href="#">Analysis of items by objective [.xls]</a>	Item by item analysis of evaluation data.

[Return to Artifacts page](#)



You have landed at the...



# Internet Mail Tutorial

in which you will learn to

- Obtain an Internet email account
- Receive and send email
- Manage an email address book

[Go to next page](#)



# Prerequisites

In order to complete this tutorial, it is assumed that you:

- Know how to operate a computer mouse and keyboard
- Know how to work in a windows environment to
  - Open and close windows
  - Resize windows
- Know how to get to an Internet site

[Go to next page](#)





## How many times have you dropped a letter in a box like this one?

You wrote the letter, put it in an envelope, put a stamp on it, walked or drove to the mailbox, then hoped it would arrive at its destination in two to three days. What a waste of time!

What you need, my friend, is **email**. With an email account you can send a letter right from your computer: no licking a bad tasting envelope, no 33¢ stamp, no remembering to go to the mailbox, and it arrives in an instant.

It's easy to get and use an Internet email account, and it's **free**! Just click on the blue mailbox to find out how.

Note:

Terms which may not be familiar to you are being made links to the glossary. When you see words like snail mail in a color other than the regular text, click on them. A special window will open on the screen with a definition of the term. When you have read it, close the window and continue on in the tutorial.

Good move! You are about to get an Internet email account and you'll be glad you did!

Email is not hard to understand at all. It is just like writing a normal, or snail mail, letter, but



you write it on a computer.

When you write email, you begin by




addressing the letter . It is like putting the inside address on the letter and the address on the envelope at the same time, because you will only have to write the address once.

[Go to next page](#)





Writing the letter is just like typing a normal letter. The difference comes when it is time to mail it. You just click on a button on the web page, and away it goes, instantly.

When you read a letter, you get it from your mailbox, open the envelope, then read. In email, you open the mail web site, click on a couple of links, and the letter opens itself. Also, there is no paper  to throw away or file; email is automatically filed for you by the mail [server](#).



Email is easy and convenient. Don't wait any longer. Click on the mailbox at the left to start the Internet Mail Tutorial.

## What to look for:

This is what your tutorial pages will look like. Notice that they are divided into two sections. These pages are arranged in [frames](#). The frames allow the information in one frame to change while the other windows stay the same.

Try this:



[Click on this picture.](#)

The content of the lower frame changes, but the frame you are reading stays the same.

[Go to the next page](#)



Boo!

In this frame will be your instructions. Just follow them step by step.

Boo!

In this frame will be your instructions. Just follow them step by step.



The frame you are reading will be the **Yahoo! frame**, the one in which you will be doing your work. This frame will contain the actual Yahoo! web page with a live connection to the Internet.

The lower frame will contain your **instructions** written on a yellow background.

[Go to next page](#)



---

Boo!

In this frame will be your instructions. Just follow them step by step.

## Using an Address Book

In the address book you organize email addresses into lists. By having separate lists for personal contacts, business contacts, committee members, etc., you can send mail to everyone on the list at one time. This will save you time and make one message serve to communicate with several people. [Click here](#) to begin.

Click on [Addresses](#) in the left column (frame) of the Yahoo! page. Then [click here](#).

You will now see the line:

All-ABCDEFGHIJKLMNOPQRSTUVWXYZ-

Lists. When you have many names in your address book, this will make it easy to find one, because the

## Welcome to Yahoo! Mail

You must sign in to read or send mail.



### New to Yahoo!?

**Get a free Yahoo! Mail account** with our powerful SpamGuard technology! It's just one of the many great features you'll enjoy:

- **Free** 4MB storage - up to twice as much as other free email providers!
- Free virus scanning for email attachments
- Access from anywhere you have a Web connection
- And much more!

Want even more from email? Check out **Yahoo! Mail Plus**, with all these features plus better spam protection, extra storage and more!

[Sign up now](#)

[Learn more...](#)

### Existing Yahoo! users

Enter your ID and password to sign in

Yahoo! ID:

Password:

☐ Remember my ID on this computer

Mode: Standard | [Secure](#)

[Sign-in help](#) [Forgot your password?](#)

Get the email address you've always wanted with [Personal Address](#)

### Yahoo! Mail for International Users

Europe : [Danmark](#) - [Deutschland](#) - [España](#) - [France](#) - [Italia](#) - [Norge](#) - [Sverige](#) - [UK/Ireland](#)

Pacific Rim: [Australia/NZ](#) - [China](#) - [Hong Kong](#) - [India](#) - [Japan](#) - [Korea](#) - [Singapore](#) - [Taiwan](#)

Americas: [Argentina](#) - [Brasil](#) - [Canada](#) - [Mexico](#) - [in Chinese](#) - [en Español](#)



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NOTICE: We collect personal information on this site.

To learn more about how we use your information, see our [Privacy Policy](#)

You are looking at the Yahoo! Sign Up page. We will be using Yahoo! for our email. Any time you want to access email from Yahoo!, type mail.yahoo.com in the address bar of your web browser and hit the enter key or click on **Go** to the right of the address bar. Next

In the Yahoo!Mail Sign-In page, move the arrow until the hand appears on the words Sign up now. Click the left mouse button. Then click here.

Select the box on the far left, the free version of Yahoo mail. Then [click here](#).

Fill in the blanks:

Yahoo ID is the name you will use to log in to your account and the name that people will send email to. You want to create a name that is unique to you. You may use letters and numbers. Remember this name is *case sensitive*, that is, the names ANDY, Andy and andy are different names for email purposes. Move the cursor into the Yahoo! ID box and left click the mouse. Then type in your Yahoo ID. When finished, [click here](#).

Your password should be a combination of letters and numbers that you can remember but others will not easily guess. When you enter your password, only asterisks (\*) will show up. This is so others cannot see your password when you type it in. You are asked to enter your password twice to verify that it was entered properly. Enter your password now. When finished, [click here](#).

A security question is asked in case you forget your password. When you go to Yahoo! for a reminder, you will be asked this question in order to verify that you are seeking your own password. This should be a question to which you know the

answer, but others would not. Select a question by clicking on the down arrow, then clicking on the question you want to answer. Type the answer in the box right below the question. When finished, [click here](#).

In the birthday box, click on the downward pointing arrow, then choose the month of your birth. In the boxes beside it, type in the day and year of your birth. If you have a current email address, you may type it in the box if you want to. When finished, [click here](#).

The next five rows of boxes ask for information which Yahoo! requires. Fill in the five rows of boxes with the required personal information. When finished, [click here](#).

On the rest of the page, Yahoo! is asking you what kinds of advertising you want sent to you. If you like getting your mailbox full of junk mail at home, then you will want to leave the check marks in the boxes. Otherwise, uncheck the boxes with checks in them. You do this by moving the arrow over the box and clicking with the left mouse button. This removes the check mark. You can replace the check mark by clicking in the box a second time. When finished, [click here](#).

Scroll down until you see the **Submit this Form** button. Before submitting the form, you may want to read the terms of service. They specify how you should use Yahoo! email and what your privacy protections are. Click on the words Terms of

Service if you want to read them. After you have read the terms of service, click the Back button at the top left corner of the browser to return to this page. If you are ready to submit your information, click on the **Submit this Form** button. When finished, [click here](#).

**If Yahoo! accepted all your information**, you will be looking at a welcome message. If this is so [click here](#).

**If your ID was already in use**, however, you may be seeing a prompt to reenter information. Scroll down the page until you see the information boxes. Change the information in the red labeled boxes and submit the new data. Repeat as many times as necessary. When Yahoo! accepts all your information, a welcome message will appear. When you see the welcome message [click here](#).

Scroll down until you see the **Continue to Yahoo Mail** button. Click on the button, then [click here](#).

You are now in your mailbox. This is where your mail is received and stored, just like a mail box in your post office or beside the road. [Click here](#) to learn how to Read Your Mail.

You are looking at the Yahoo! Sign Up page. We will be using Yahoo! for our email. Any time you want to access email from Yahoo!, type mail.yahoo.com in the address bar of your [web browser](#) and hit the enter key or click on **Go** to the right of the address bar. [Next](#)

In the Yahoo!Mail Sign-In page, move the arrow until the hand appears on the words [Sign up now](#). Click the left mouse button. Then [click here](#).

Select the box on the far left, the free version of Yahoo mail. Then [click here](#).

Fill in the blanks:

Yahoo ID is the name you will use to log in to your account and the name that people will send email to. You want to create a name that is unique to you. You may use letters and numbers. Remember this name is *case sensitive*, that is, the names ANDY, Andy and andy are different names for email purposes. Move the cursor into the Yahoo! ID box and left click the mouse. Then type in your Yahoo ID. When finished, [click here](#).

Your password should be a combination of letters and numbers that you can remember but others will not easily guess. When you enter your password, only asterisks (\*) will show up. This is so others cannot see your password when you type it in. You are asked to enter your password twice to verify that it was entered properly. Enter your password now. When finished, [click here](#).



A security question is asked in case you forget your password. When you go to Yahoo! for a reminder, you will be asked this question in order to verify that you are seeking your own password. This should be a question to which you know the answer, but others would not. Select a question by clicking on the down arrow, then clicking on the question you want to answer. Type the answer in the box right below the question. When finished, [click here](#).

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On the rest of the page, Yahoo! is asking you what kinds of advertising you want sent to you. If you like getting your mailbox full of junk mail at home, then you will want to leave the check marks in the boxes. Otherwise, uncheck the boxes with checks in them. You do this by moving the arrow over the box and clicking with the left mouse button. This removes the check mark. You can replace the check mark by clicking in the box a second time. When finished, [click here](#).

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Scroll down until you see the Continue to Yahoo Mail button. Click on the button, then [click here.](#)

You are now in your mailbox. This is where your mail is received and stored, just like a mail box in your post office or beside the road. [Click here](#) to learn how to Read Your Mail.

Opening a letter To read your mail, you must first open your [Inbox](#). You may do this by clicking on the [Inbox](#) link, or by clicking on the [Check Mail](#) link in the left column, under the Yahoo! Mail logo. Open your [Inbox](#) now. When done, [click here](#).

Your [Inbox](#) contains a list of the letters you have received. You should have an email from Yahoo! To open it, find the [Subject](#) column. Click on the colored Yahoo! link in the subject box. Then [click here](#).

Read the message. You may have to scroll down to see it. (It is not necessary to read it all). Then [click here](#).

If you have no other messages, you are finished and may move on to [Sending Mail](#). If you have other messages click on the **Inbox** link at either the top or bottom of the page. Click on the subject line of the next message and read it. Repeat until you have read all the messages, then move on to [Sending Mail](#).

## Sending a letter

You will now compose a message to send to another email user. [Click here](#) to see how.

Find the list of links in the left column. This list is in a separate [frame](#). Click on the link that says **Compose**. Then [click here](#).

You should now see a blank form. In the **To:** box, type in this address:

harry\_marriner@yahoo.com.

Be sure that you put the address in exactly as written. Remember, email addresses are *case sensitive* and all punctuation is important. When finished, [click here](#).

In the Subject box, type the words email account, then [click here](#).

Click inside the Message box. Now type this message exactly as it is written (except for the word **Next**):

Harry, I have sined up for an email account, and I am sending you this leter to let you know. [Next](#)

To check your spelling, click on the **Spell Check** button at either the top or bottom of the message box. Then [click here](#).



Incorrect spellings or words the spell checker does not recognize are highlighted in red. [Next](#)

In the boxes below the text, you will see that you have the option of changing the spelling yourself or selecting from the suggestions. Click on the down arrow to the right of the suggestions box. Choose one of the options in the box to correct the misspelling. Then click on **Change**. The corrected spelling is now in your letter. When finished [click here](#).

When you have finished correcting spelling, click on the **done** button. You will be returned to your letter. When you are sure your letter is ready, click on the

**Send** button at the bottom of the message box. Do you see a confirmation that your message was sent? Congratulations, you have sent a message. You may now [click here](#).

You now have an email account, with which you have received and sent mail. This tutorial also teaches you how to organize your contacts in an address book for easy management of your mail. If you want to learn about address books, [click here to go to the Address Book instructions](#). If you are happy knowing how to receive and send mail, you may take the post-test.

[Before you take the post-test, close Yahoo mail by clicking on the words Sign Out in the left frame. Then click on Sign Out Completely on the left side of the next page. We will want to start fresh for the post-test.](#)

[Now you may take the post-test. Please return the paper part of the test to Harry Marriner's box today. Thank you.](#)

names are automatically alphabetized by the mail program. Beneath this line are buttons with the names New Contact, New List, Delete, and Move. Click on the New Contact button. Then [click here](#).

On the Yahoo! page are boxes for you to fill in. All that is actually required is the name and email address. Fill in the boxes for a contact named Ed Wood whose email address is wood\_ed@hotmail.com. When you are done click on **Save**. When finished [click here](#).

Check the information for the contact you just added. Is it correct? If it is, you may [click here](#) to add another contact. If it is not correct, click **Edit** at the end of the line beside the contact. This will take you back to the

information page in which you entered your contact info. Fix what you want to change and **Save**. Now you can [add another contact](#).

For practice, add these names and addresses to your address book (you can delete them later):

Rebecca J. Long, marlon@wilmington.net

Joe Student, hrm7884@uncwil.edu

James Boswell, boswellj0111@yahoo.com

After each entry, click **Save and Add Another**. After the last contact is entered, click Save. When finished [click here](#).

You are now ready to put names in mailing lists, or simply **lists**. By organizing names into lists, you can

easily mail all the contacts in your address book, or just your professional colleagues, just your personal friends, just members of a certain committee, or to whatever group you have set up your lists to do. [Click here](#) to learn how to make lists.

To begin, click on the **New List** button. You should now see two columns. The one on the left has a list of the addresses in your address book. At the top of the other is a box for you to enter the name of your new list. The name must be no longer than 12 characters, and may not include commas or spaces. Let's call the new list: Tutorial. Type the word Tutorial in the box, then [click here](#).

Now we will put names onto the new Tutorial list. Click on a name in the left hand column. It will now be highlighted. Click on the **Add >>** button. The name will be moved to the new list. Repeat with the other names. When done, click the **Save** button. [Click here](#) for the next step.

You are now ready to send a message to all the people on your list. From the address book, click on **Compose** just as you did when you sent your letter to [harry\\_marriner@yahoo.com](mailto:harry_marriner@yahoo.com). [Next](#)

Above the form, you will see the words: Insert addresses from: **Address Book**. When you click on the words **Address Book** a [pop-up window](#) will open with

your address list in it. (If the pop-up box obscures this page, resize the box by clicking on the top edge of the pop-up box and dragging the edge down, then move it by clicking on the blue title bar and dragging it out of the way). [Click here](#) to continue.

Click on the words [Address Book](#) now. Find your list named Tutorial. Click in the **To:** box beside the list name. A check mark appears. Click the **Done** button. When you are returned to your new letter, you will see that the names on your Tutorial list have been entered in the **To:** box. [Click here](#) to continue.

Send the following message to everyone on the Tutorial list:

This message is going to all the people on my Tutorial list.

When finished, [click here](#).

If you got a confirmation of your sent message, you are done. Congratulations!

The next step will take you out of the Internet Email Tutorial, so please read the rest of the instructions before you follow any of them.

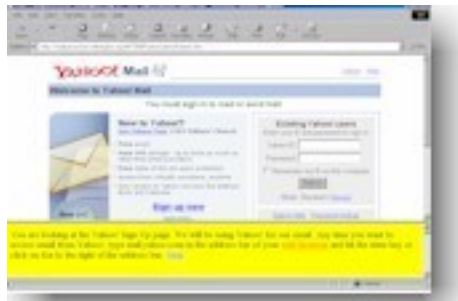
You will sign out by clicking on two links: first, the **Sign out** link in the left frame, then the **Sign out completely** link on the next page. To keep this tutorial handy for review, you may open a separate browser window (hold down the control key and hit the letter N) before you sign out. Then you can shift back and forth between the two browser windows.

You may sign out now. Thank you for using this tutorial. Now you may take your post-test, the materials for which have been provided to you. Please return the paper part of the post-test to Harry



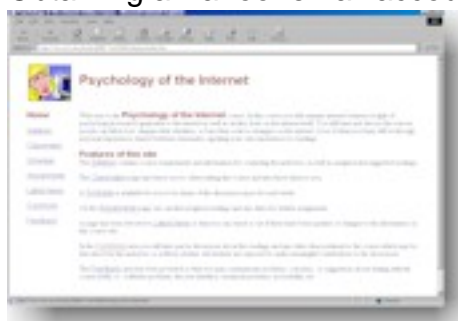
Marriner's box today. Thank you.

## Artifacts



## Self-Instructional Module

## Obtaining a Yahoo! email account.



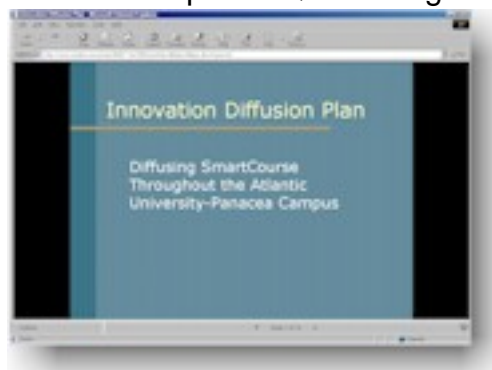
Online Course

## Model for online course in Internet Psychology



## WebQuest

## Forrest Gump WebQuest integrating fitness with geography.



## [Innovation Diffusion Plan](#)

Presentation of a plan for diffusing an innovation.

Artifacts Page 1 [2](#) [3](#) [Next>>](#)



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You are looking at the Yahoo! Sign Up page. We will be using Yahoo! for our email. Any time you want to access email from Yahoo!, type mail.yahoo.com in the address bar of your web browser and hit the enter key or click on **Go** to the right of the address bar. Next

In the Yahoo!Mail Sign-In page, move the arrow until the hand appears on the words Sign up now. Click the left mouse button. Then click here.

Select the box on the far left, the free version of Yahoo mail. Then [click here](#).

Fill in the blanks:

Yahoo ID is the name you will use to log in to your account and the name that people will send email to. You want to create a name that is unique to you. You may use letters and numbers. Remember this name is *case sensitive*, that is, the names ANDY, Andy and andy are different names for email purposes. Move the cursor into the Yahoo! ID box and left click the mouse. Then type in your Yahoo ID. When finished, [click here](#).

Your password should be a combination of letters and numbers that you can remember but others will not easily guess. When you enter your password, only asterisks (\*) will show up. This is so others cannot see your password when you type it in. You are asked to enter your password twice to verify that it was entered properly. Enter your password now. When finished, [click here](#).

A security question is asked in case you forget your password. When you go to Yahoo! for a reminder, you will be asked this question in order to verify that you are seeking your own password. This should be a question to which you know the

answer, but others would not. Select a question by clicking on the down arrow, then clicking on the question you want to answer. Type the answer in the box right below the question. When finished, [click here](#).

In the birthday box, click on the downward pointing arrow, then choose the month of your birth. In the boxes beside it, type in the day and year of your birth. If you have a current email address, you may type it in the box if you want to. When finished, [click here](#).

The next five rows of boxes ask for information which Yahoo! requires. Fill in the five rows of boxes with the required personal information. When finished, [click here](#).

On the rest of the page, Yahoo! is asking you what kinds of advertising you want sent to you. If you like getting your mailbox full of junk mail at home, then you will want to leave the check marks in the boxes. Otherwise, uncheck the boxes with checks in them. You do this by moving the arrow over the box and clicking with the left mouse button. This removes the check mark. You can replace the check mark by clicking in the box a second time. When finished, [click here](#).

Scroll down until you see the **Submit this Form** button. Before submitting the form, you may want to read the terms of service. They specify how you should use Yahoo! email and what your privacy protections are. Click on the words Terms of

Service if you want to read them. After you have read the terms of service, click the Back button at the top left corner of the browser to return to this page. If you are ready to submit your information, click on the **Submit this Form** button. When finished, [click here](#).

**If Yahoo! accepted all your information**, you will be looking at a welcome message. If this is so [click here](#).

**If your ID was already in use**, however, you may be seeing a prompt to reenter information. Scroll down the page until you see the information boxes. Change the information in the red labeled boxes and submit the new data. Repeat as many times as necessary. When Yahoo! accepts all your information, a welcome message will appear. When you see the welcome message [click here](#).

Scroll down until you see the **Continue to Yahoo Mail** button. Click on the button, then [click here](#).

You are now in your mailbox. This is where your mail is received and stored, just like a mail box in your post office or beside the road. [Click here](#) to learn how to Read Your Mail.

## Psychology of the Internet

[View Online Course](#) | [Return to Artifacts page](#) | [View Competency Tables](#)



This product, created for MIT515-*Web Teaching: Design and Development*, is a model for an online course on the Psychology of the Internet. This course is designed to be conducted in a

constructivist environment. There are opportunities for students to discuss the course with each other online, and students are encouraged to give feedback or ask questions of the instructor. In order to build a trusting community of learners, I emphasize to the students that only information they intend for viewing by the entire class will be viewed. It is important for online learners, particularly novice online learners, to feel comfortable in the environment in order to freely express themselves in a manner necessary to construct knowledge. The site encourages students to share information about themselves in the Classmates area, because I believe it is advantageous to attempt to replicate for online learners the group identity that develops in face to face classes. By including opportunities to personalize the student, and ample emphasis on collaborative discussion, this course mitigates the demotivating isolation that can occur in Internet courses.



The course was constructed in Microsoft FrontPage and in direct HTML code. I selected the subject, researched it, and found the resources, print and online, that are contained in the course.

The project of necessity had a limited scope. Since there was no access to a server to host the pages, the course could not actually be implemented. It served merely as a prototype of the design and structure of an online course, and to a lesser extent as a prototype of Web page design for instruction. The lack of functional server space and scripts also made the feedback and discussions sections mock-ups only.

I am pleased with the construction of this course and the page design, which make it clear to the users what page they are on and make navigation between pages easy and intuitive. I would have liked to have been able to have the Commons and Feedback areas actually functional, in order to gain experience in Web boards and forms. This course gave me an opportunity to examine the structure and theory of online learning, and spurred me to investigate Web page design on my own, since there was little emphasis on this area in the course itself.

I believe this artifact confirms my ability to design instruction for the Web, exhibits my skill at creating visually appealing Web pages, and expressed a philosophy of Instructional Design that is in keeping with

the principles of constructivist learning.

Domain of Instructional Design		
Competency	Artifacts	Rationale
Analyze characteristics of setting (learning environment)	<a href="#">Online Psychology course_</a>	The artifact is designed to meet the needs of the online learning environment.
Conduct analysis of jobs/tasks and content.	<a href="#">Online Psychology course_</a>	The artifact contains a course <a href="#">syllabus</a> and <a href="#">assignments</a> that are aimed at achieving the objectives of the course.
Sequence learner outcome	<a href="#">Online Psychology course_</a>	The artifact has a sequenced course <a href="#">schedule</a> and assignments
Specify instructional strategies and sequence the instructional strategies	<a href="#">Online Psychology course_</a>	The artifact uses a variety of instructional strategies and sequences their use.
Determine instructional resources (media/computer technology) appropriate to instructional activities.	<a href="#">Online Psychology course_</a>	The artifact demonstrates a combination of online, print and interpersonal resources.
Select appropriate applied information technologies to achieve instructional objectives.	<a href="#">Online Psychology course_</a>	The artifact uses online, print and interpersonal resources.

Domain of Instructional Development		
Competency	Artifacts	Rationale
Develop projected and non-projected graphic instructional materials.	<a href="#">Online Psychology course_</a>	The artifact is designed in accordance with sound visual design principles.

Demonstrate knowledge of the principles of perception and visual learning applicable to the design and production of photographic instructional materials.	<a href="#">Online Psychology course</a>	The artifact demonstrates principles of visual design concepts.
Demonstrate knowledge of computer utilization practices and the ability to apply them in instructional settings including: computer literacy, software selection and evaluation, instructional management, hypermedia development and distance learning.	<a href="#">Online Psychology course</a>	This artifact is an example of both hypermedia and distance learning.
Design and produce computer-based instruction, including drill-and-practice and tutorial programs.	<a href="#">Web page development</a>  <a href="#">Online course design</a>	<p>This artifact is designed for the computer via Internet access.</p> <p>This artifact employs the principles of constructivist learning and the best practices of online learning.</p>
Develop curriculum and apply instructional technology to the curriculum at the systems level, the macro level, and the micro level.	<a href="#">Online Psychology course</a>	The artifact shows development of an online course and application of instructional technology at the micro level.
Design and produce mediated instruction.	<a href="#">Online Psychology course</a>	The course offers mediation through online support of instructor and classmates and email.

Domain of Utilization		
Competency	Artifacts	Rationale

Apply principles of selection and use of materials and techniques relevant to a multicultural society (e.g., non-print, print, mass media, hardware, software, and other audiovisual strategies).	<a href="#">Online course</a>	The selection of Web design techniques to reach the learners is demonstrated in this artifact.
Apply leadership techniques with individuals and groups (interpersonal skills, group dynamics, team building and diffusion of innovations).	<a href="#">Discussion board (Commons)</a> & <a href="#">Classmates</a> page.	Team building via discussion board and classmate communication are designed into this course..

[Return to artifacts page](#)





# Psychology of the Internet

[Home](#)

[Syllabus](#)

[Classmates](#)

[Schedule](#)

[Assignments](#)

[Latest News](#)

[Commons](#)

[Feedback](#)

Welcome to the Psychology of the Internet course. In this course you will examine internet behavior in light of psychological research applicable to the internet as well as studies done on the internet itself. You will learn and discuss the reasons people can fall in love, disguise their identities, or bare their souls to strangers on the internet. A lot of what you learn will be through personal experiences shared between classmates, applying your own experiences to readings.

Features of this site

The [Syllabus](#) contains course requirements and information for contacting the instructor, as well as assigned and suggested readings.

The [Classmates](#) page introduces you to others taking this course and introduces them to you.

A [Schedule](#) is available for you to be aware

of the discussion topics for each week.

On the [Assignments](#) page one can find assigned readings and due dates for written assignments.

A page has been devoted to [Latest News](#) so that you can check to see if there have been updates or changes to the information on this course site.

In the [Commons](#) area you will take part in discussions about the readings and any other ideas pertinent to the course which may be introduced by the instructor or a fellow student. All students are expected to make meaningful contributions to the discussions.

The [Feedback](#) area has been provided so that you may communicate problems, concerns, or suggestions about dealing with the course itself, i.e., software problems, the user interface, technical problems, accessibility, etc.



# Psychology of the Internet

Instructor: Harry Marriner  
hrm7884@uncwil.edu

[Home](#)

Syllabus

[Syllabus](#)

Prerequisites

[Classmates](#)

Learners must be able to use the Internet to communicate with the instructor and fellow students via chat and web board, as well as for conducting searches. Learners must also have and be able to use an email account. Help with getting a free account is available from the instructor or from [this tutorial](#).

[Schedule](#)

[Assignments](#)

Course Objectives

[Latest News](#)

At the conclusion of this course, the learner will be able to:

[Commons](#)

1. state at least five characteristics of Internet social interactions which differ from face to face interaction.
2. discuss how research on impression formation is applicable to the Internet.
3. discuss identity formation on the Internet.
4. discuss aggression and cooperation on the Internet.
5. discuss group formation and community building on the Internet.
6. discuss addiction and its applicability to the Internet.
7. discuss sexuality and gender issues associated with the Internet
8. discuss the development of consciousness in relation to the Internet

[Feedback](#)

Grading

Participation: 40%

Reflection Papers: 10% each

Final Paper: 20%

 [To top of page](#)

Required Reading

Gackenbach, Jayne, Ed., *Psychology and the Internet*. San Diego: Academic Press, 1998.

Wallace, Patricia, *The Psychology of the Internet*. New York: Cambridge University Press, 1999.

Suggested Readings

[Psychology Links: http://bubl.ac.uk/link/p/psychologylinks.htm](http://bubl.ac.uk/link/p/psychologylinks.htm)

[Computers on the Internet: http://www.victoriapoint.com/catalyst.htm](http://www.victoriapoint.com/catalyst.htm)

Internet Psychology: <http://www.shpm.com/articles/internet/features.html>

Psychological Applications to the

Internet: <http://construct.haifa.ac.il/~azy/app-r.htm>

Virtual

Communities: <http://www.learnersrealm.com.au/community/community1.htm>





# Psychology of the Internet

[Home](#)

[Syllabus](#)

[Classmates](#)

[Schedule](#)

[Assignments](#)

[Latest News](#)

[Commons](#)

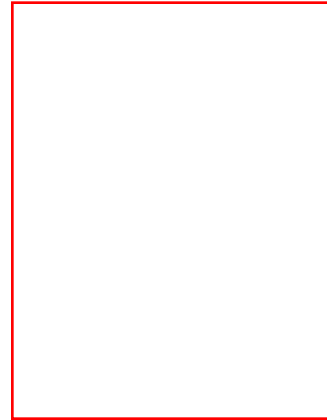
[Feedback](#)

Get to know your Classmates by name and face. On this page will be posted photos and brief introductions of you and your classmates. Please include any information you feel will give your classmates a better idea of who you are. Email a photo and introductory information to the instructor at [hrm7884@uncwil.edu](mailto:hrm7884@uncwil.edu). As you will learn in this course, many people do not feel comfortable identifying themselves publicly on the Internet. We respect that, and if you do not feel comfortable including a picture or any other information, feel free to leave just your nickname. But, please do not post any misinformation. Good communication is built on trust. The instructor has posted his photo and introduction to get things started.

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Harry R. Marriner  
[hrm7884@uncwil.edu](mailto:hrm7884@uncwil.edu)

I am a graduate student at the University of North Carolina at Wilmington, majoring in Instructional Technology. I have previous degrees in English and Physical Education. This is my first web course. I teach elementary school Physical Education and for relaxation I play geezer league soccer on the weekends.



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 [To top of page](#)



# Psychology of the Internet

[Home](#)

Course Schedule

[Syllabus](#)

Week 1: Introduction:

Class requirements, team building,  
raising of issues in Internet  
communications.

[Classmates](#)

Schedule

Week 2: Discussion topics:

Online taxonomy and conventions  
The relationship between people and  
the Internet

[Assignments](#)

[Latest News](#)

Week 3: Who Do You Think You're Talking  
To?

[Commons](#)

Online role playing.

[Feedback](#)

What is identity?

Week 4: Teamwork via Computer Mediated  
Communication (CMC)

Week 5: Discussion: I'm A Stranger Here  
Myself: The Concept of Community on the  
Internet

Week 6: Discussion: Are You Talkin' to  
ME?

Disinhibition on the Internet

Week 7: Sexuality on the Internet

Week 8: Is the Internet a Proper Place for a Lady to Be at Night?

Week 9: I've Got a CyberMonkey on My Back: Is the Internet Addictive?

Week 10: The Internet as Support Group

Week 11: What Message is the Medium?:  
Development of Consciousness in the  
Internet Age.

Week 12: To Boldly Go...: Where Will the  
Internet Take Our Minds?

Week 13: Final Paper Due



# Psychology of the Internet

[Home](#)

[Syllabus](#)

[Classmates](#)

[Schedule](#)

[Assignments](#)

[Latest News](#)

[Commons](#)

[Feedback](#)

## Assignments

Students are expected to keep up with the reading assignments and to discuss them online in the [Commons](#). Students are expected to contribute meaningful comments in the discussion area. That is, contributions should show a knowledge of the material or make meaningful inquiries which show an understanding of the purpose of the readings. Following are examples of statements the instructor does not consider meaningful:

- "I agree with her."
- "This discussion is so helpful."
- "Just checking in. Got to go now."

Assignments will include reading from the course texts and four [Reflection Papers](#) on assigned topics and a [Final Paper](#) on the topic of the student's choice. [Details of requirements for these papers are available](#)

[at the bottom of this page.](#)

Week 2:

Gackenbach, Chapter 1

Wallace, Chapter 1

Week 3:

Gackenbach, Chapter 2

Wallace, Chapters 2 & 3

► First Reflection Paper due: Identity on the Internet

Week 4:

Wallace, Chapter 4

Gackenbach, Chapter 9

Week 5:

Wallace, Chapter 5

Gackenbach, Chapter 10

Week 6:

Wallace, Chapter 6

Gackenbach, Chapter 3

► Second Reflection Paper due: Group Behavior on the Internet

Week 7:

Nothing. Take a break. Send Feedback to the instructor if you are having problems. Discuss with your classmates in the Commons if you want to, but these discussions will be for your benefit; the instructor will not be reading them. Everybody needs a

break once in a while--even online students.

Week 8:

Wallace, Chapter 7 & 8

Gackenbach, Chapter 7

Week 9:

Wallace, Chapter 11

Gackenbach, Chapter 8

► Third Reflection Paper Due: Gender and Sexuality on the Internet

Week 10:

Wallace, Chapter 9

Gackenbach, Chapter 4

Week 11:

Wallace, Chapter 10

Gackenbach, Chapters 5 & 6

► Fourth Reflection Paper Due:  
Therapy vs. Addiction on the Internet

Week 12:

Gackenbach, Chapters 11 & 13

Week 13:

Wallace, Chapter 12

Gackenbach, Chapter 12

Week 14:

► Final Paper Due

 [To top of page](#)

Requirements for Papers

**Reflection Papers** are short (2-3 pages) papers which review the main themes discussed online. The purpose of these papers is to evaluate the student's understanding of the material. These papers are to be done in a word processing program, will be single spaced, and will be submitted via email to the instructor ([hrm7884@uncwil.edu](mailto:hrm7884@uncwil.edu)). Unlike the online discussions in the Commons, these will be viewed only by the instructor unless permission of the student is requested and granted.

The **Final Paper** is not distinguished from the Reflection Paper in length so much as in approach. Whereas the Reflection Paper is meant to review and reinforce understanding of the readings, the Final Paper allows the student to explore in more depth an idea from the readings or discussions into which s/he wishes to delve further. This requires some independent research of sources outside the required readings, either from sources provided by the instructor or from Internet and print sources discovered by the student him/herself. The student is expected to cite at least three sources, synthesize the



information gleaned from these sources, and to express an opinion about the topic chosen. An example might be a paper on Internet Addiction, whether it exists or not; or perhaps a perspective on Gender Issues on the Internet.



# Psychology of the Internet

[Home](#)

[Syllabus](#)

[Classmates](#)

[Schedule](#)

[Assignments](#)

Latest News

[Commons](#)

[Feedback](#)

The Latest News about what is happening in the Psychology and the Internet course will be posted here. This is the place to look for changes in the schedule; new, changed or eliminated assignments; births, deaths, and funerals.



## CONTENTS

## WELCOME

This is an on-line discussion forum called *Psychology of the Internet*.

The contents frame shows the titles of all articles posted to the discussion. Selecting a title will cause the corresponding article to be loaded into this frame.

You may also:

- [Post a new article \(starting a new thread\)](#)

In addition, each article has links to let you reply to it (continue the thread) and navigate the article list.

*Note: You may need to reload this page to see the most current entries.*

# Communications for the New Century

[View Technology Plan](#) | [Return to Artifacts page](#) | [View Competency Tables](#)



This product, created for MIT 522-Organization and Management of Instructional Technology, is a comprehensive plan to analyze and solve a problem in technology use in a high school environment, and to construct an implementation

plan for infusing the change into the system. The plan was based on the Unfreeze, Change, Refreeze model.

This project required identification of the problem, which was derived from stated desires of school faculty; an analysis of the identified problem from perspectives of budget, organizational resistance, present organizational structure; facility and technology contexts; and a needs analysis to determine if the problem could be feasibly solved in the context of a public school. It followed a plan of technological change in the school environment from the beginning identification of the problem, through budgeting for equipment and personnel, planning for staff development, developing a time-sequenced plan of phase by phase implementation, and constructing a diffusion plan.

The change plan we developed was an original plan to

address a need as expressed by English and Journalism teachers. Our plan gave a structure to their desires for opening up new means of teaching writing and communication skills using student Web pages. Our plan was presented to the school's principal for consideration, but as yet no action has been taken on the proposal.

This artifact was produced in collaboration with two other class members. One is a teacher in the high school in which the technological change is proposed, the other is a non-teacher with extensive organizational experience in the business world. My main role on the team was as the writer. I took the results of research information from surveys and interviews and group analysis of the problem and solutions, and synthesized the quantitative and qualitative data into a coherent product. My subsidiary role was to research standards, policies and guidelines applicable to the project.

Looking back on this module, I realize that I learned more from the experience of producing this change plan than I realized at the time I produced it. It was a valuable experience in working with a team to produce a unified plan from input coming from different perspectives. It also enlightened me to the many aspects of producing change in an organization and the demands on an Instructional Technologist to be competent in all domains, since this project required design, evaluation, and management knowledge.

Domain of Instructional Design		
Competency	Job Description	Artifacts
Analyze performance problems and determine appropriateness of instructional solutions to the problem.	<a href="#">School technology plan</a> Front end analysis	This artifact demonstrates problem analysis.
Plan and conduct needs assessment	<a href="#">School technology plan</a>	This artifact includes a complete needs analysis.
Assess learner/Trainee characteristics	<a href="#">School technology plan</a> Learner analysis survey	This artifacts describes the learner analysis conducted, including surveys and interviews.
Analyze characteristics of setting (learning environment)	<a href="#">School technology plan</a>	This artifact covers a complete analysis of the setting in which the change will take place.
Determine instructional resources (media/computer technology) appropriate to instructional activities.	<a href="#">School technology plan</a> Front end analysis	The artifact demonstrates a thorough resource analysis, both present and desired.
Select appropriate applied information technologies to achieve instructional objectives.	<a href="#">School technology plan</a> Front end analysis	This artifact describes the application of hardware and software technologies to solve the identified problem.

Domain of Instructional Development		
Competency	Artifacts	Rationale

Demonstrate knowledge of computer utilization practices and the ability to apply them in instructional settings including: computer literacy, software selection and evaluation, instructional management, hypermedia development and distance learning.	<a href="#">School technology plan</a>	This technology plan applies hardware and software solutions in providing new programs to increase computer literacy and overall literacy.
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Domain of Utilization		
Competency	Job Description	Artifacts
Apply principles of selection and use of materials and techniques relevant to a multicultural society (e.g., non-print, print, mass media, hardware, software, and other audiovisual strategies).	<a href="#">School technology plan</a> Change plan	This change plan uses Web-based technology, student Web-pages, to augment learning.
Apply leadership techniques with individuals and groups (interpersonal skills, group dynamics, team building and diffusion of innovations).	<a href="#">School technology plan</a>	A team planning approach is employed in this plan.
Promote the diffusion and adoption of the instructional development process. (Select strategies appropriate for promoting the diffusion and adoption of the instructional development process in a given setting and state a rationale for the strategies)	<a href="#">School technology plan</a> <a href="#">Staff Development Plan</a> [.doc]	The artifact includes a staff development plan for gradually diffusing the change plan.

Demonstrate a knowledge of the laws and regulations which govern the selection and utilization of media/emerging technology, including copyright, censorship, State Board Regulations, Local Board Policies, etc.	<a href="#">School technology plan</a> Applicable policies	An understanding of and consideration for ADA compliance, Fair Use Laws, and Acceptable Use Guidelines is exhibited in this artifact.
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Domain of Management		
Competency	Artifacts	Rationale
Organize the instructional project or service unit to operate effectively and efficiently.	<a href="#">School technology plan</a>	The artifact analyzes and addresses all aspects of the change plan to ensure successful implementation.
Manage personnel and facilities.	<a href="#">School technology plan</a>	The artifact demonstrates management and facilities planning.
Plan and implement organizational change.	<a href="#">School technology plan</a>	This artifact is devoted to planning and implementing change.

Domain of Evaluation		
Competency	Artifacts	Rationale
Plan and conduct needs assessment.	<a href="#">School technology plan</a>	Needs analysis is included in this plan.

[Return to Artifacts page](#)





# Artifacts



## [Obesity Project](#)

A plan for reducing obesity in children.



## [School Technology Plan](#)

A plan for implementing a technological change into a high school.



## [Worldwide Learning Initiative](#)

An evaluation and change plan for implementing global learning in a university.



## [Project Management Plan](#)

A project management plan for the production and implementation of an instructional video project.

Artifacts Page [Previous<<](#) [1](#) [2](#) [3](#) [Next>>](#)



# Worldwide Learning Initiative

[View Worldwide Learning Initiative Project](#) | [Return to Artifacts page](#) | [View Competency Tables](#)



This product, created for MIT 530-Evaluation and Change in Instructional Development, is a Training Needs Assessment that comprises an evaluation of the perceived needs for, feasibility of, and recommendations for a proposed change to include more international learning experiences in the university environment. The plan follows Allison Rossett's purpose-based Training Needs Assessment model (Rossett, 1987).

The idea for this Training Needs Analysis came from faculty members of the Watson School of Education at the University of North Carolina at Wilmington. There seemed to be a generalized belief that students and faculty alike desired more international learning experiences and that students needed more practice in cross-cultural learning to prepare themselves to live in and teach in a global society. Our team took on the project of analyzing this perceived need to see if the facts actually backed up the generalized feeling of the education school members, and if so, to recommend ways that would be best utilized to close the gap between the current and ideal situations. We were fortunate that the faculty of the Watson School of

Education made themselves readily available for interview on this subject, as well as making their classes available for administration of the student surveys during class time. Data analysis took place in the computer labs in the education building using the supplied SPSS software.

This product was intended to inform the Watson School of Education faculty of the accuracy and pervasiveness of the perceived desire to increase worldwide learning. It was approached with the professionalism that would be expected for such a project, since we thoroughly believed our analysis would be useful to and used by the university. Findings were presented to the faculty members who participated in the interviews and surveys. Our survey recommended further analysis beyond the scope of our survey, since we did not delve into the economics or technological feasibility of the initiative. Our assessment was one of the factors leading to international student exchange agreements between UNCW and foreign universities.

This product was a collaboration of a three-person team. All team members participated in the interviews, data collection and analysis (including designing and administering surveys), and the writing of the final product. I specifically contributed by interviewing faculty members, developing student and faculty questionnaires, analyzing data, and writing portions of the report.

From this process, I learned the importance of testing

perceptions with data, both quantitative and qualitative. Our research confirmed the perceived need of students and faculty for more international learning experiences, but also revealed a disparity between the supposed methods students would prefer to achieve these experiences and what had been anticipated. Had an initiative like this proceeded without a complete Training Needs Analysis, the resultant implementation could have failed not because of a lack of interest, but because of a misapplication of the tools used to achieve it.

Domain of Instructional Design		
Competency	Artifacts	Rationale
Plan and conduct needs assessment	<a href="#">Training needs assessment_</a> [.doc]	The artifact demonstrates understanding the Training Needs Assessment process.
Assess learner/Trainee characteristics	<a href="#">Training needs assessment_</a> [.doc]	The needs assessment in this artifact assesses all stakeholders.
Analyze characteristics of setting (learning environment)	<a href="#">Training needs assessment_</a> [.doc]	Extant data, surveys and interviews were use to analyze the learning environment.
Conduct analysis of jobs/tasks and content.	<a href="#">Training needs assessment_</a> [.doc]	Data analysis is included in this artifact.

Domain of Evaluation		
Competency	Artifacts	Rationale
Plan and conduct needs assessment.	<a href="#">Training needs assessment</a> [.doc]	This artifact is a complete need assessment.
Plan and conduct evaluation of instruction/training.	<a href="#">Training needs assessment</a> [.doc]	This artifact evaluates and makes recommendations about the Worldwide Learning initiative.

[Return to Artifacts page](#)



# Project Management of an Instructional Video Project

[View Project Management Project](#) | [Return to Artifacts page](#) | [View Competency Tables](#)



This product, created for MIT520-Managing Instructional Development, is an example of the management process in developing a instructional video on classroom management for beginning teachers. It requires the management of personnel, financial and material resources, and budgets, as well as requiring the ability to plan for sequenced multimedia instruction. The project management was modeled after Michael Greer's *ID Project Management* text (Greer, 1992). The instructional design model was Mayer's SOI model (Mayer, 1999), designed for achieving constructivist learning in traditional classroom environments.

The topic of this project was selected because it involved working with varied video production professionals and well as professional educators, and within the constraints of a public school system with its limited finances and time. I thought this would be a suitably complex project to apply all facets of the project management process. Completion of the project required study of project management and using the Microsoft Project 2000

application software.

This product was used to practice the methods of planning an extensive Instructional Design and Development project. The video was never actually produced, nor was it ever intended to be. This product required the student to follow all the steps of carrying out an instructional design as would be developed in an earlier stage of the design and development process. Through this process, I experienced budgeting problems, time management problems, facilities scheduling problems, and staffing problems. The product included here is the final project report. It was accompanied by Gantt and Pert charts produced using Microsoft Project 2000 software.

The goal of this project was for the learner to experience all roles in the project management process, therefore this is an individual project. I was aided in learning Project 2000 by my classmates, who each took responsibility for selected chapters of a tutorial and taught that segment to the class. I also presented two chapters to my classmates.

On completion of this product, I have reinforced my belief that I do not want project management to be my main role in Instructional Technology. I am thankful for the experience of learning project management, since I know it will be applicable at some time in my career as an Instructional Technologist, but my goal is to be more involved in the design and development of instructional products rather than in management.



Domain of Management		
Competency	Artifacts	Rationale
Plan, create, monitor, and facilitate instructional design projects.	<a href="#">Project Management Plan</a>	This artifact covers a complete project management plan from creation to hand-off.
Manage personnel and facilities.	<a href="#">Project Management Plan</a>	The project plan includes scheduling work and facilities.
Design instructional management systems.	<a href="#">Project Management Plan</a>	This project plan includes measures for implementing, budgeting and managing resources.

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